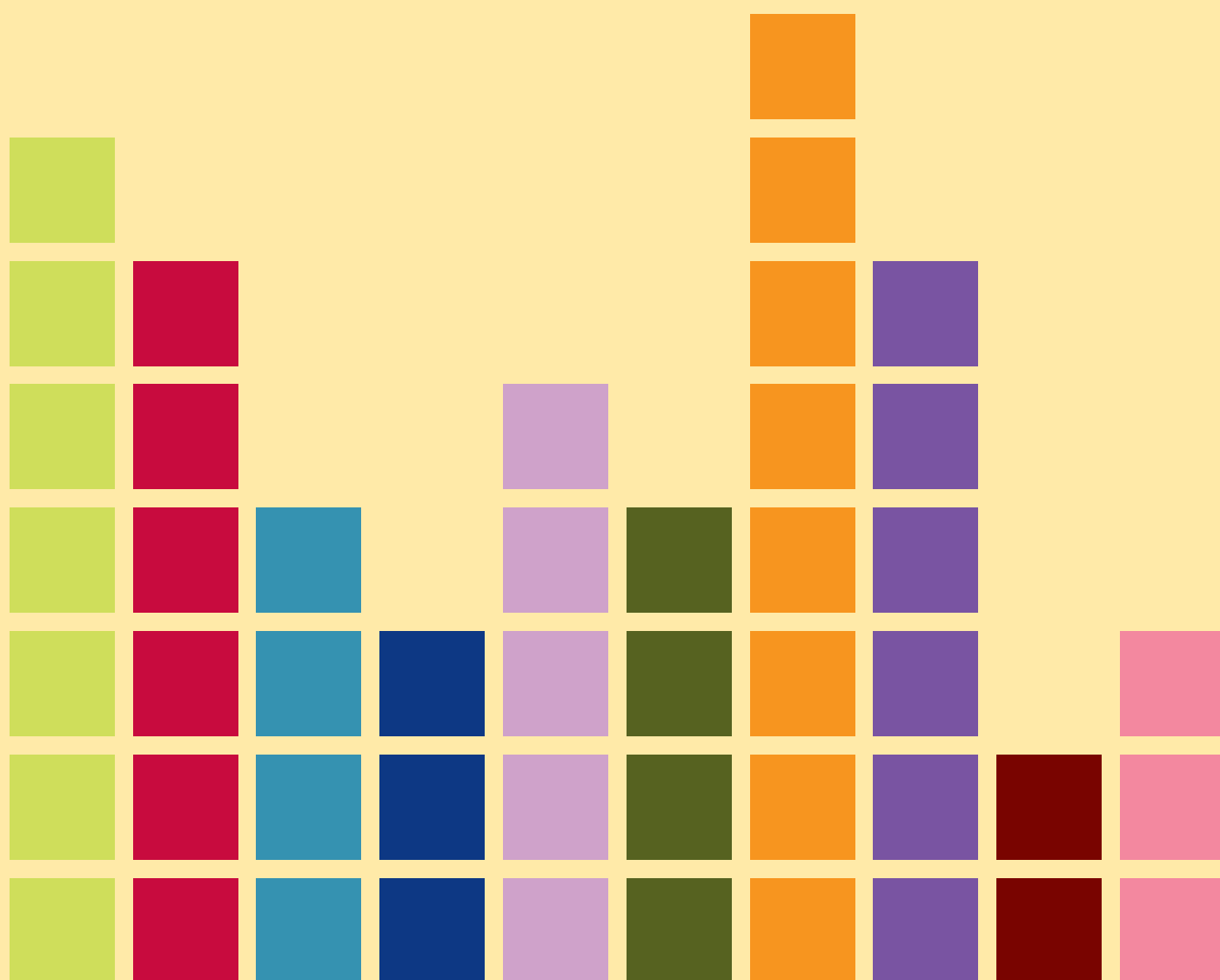


[www.ncsl.org.uk](http://www.ncsl.org.uk)

# Research directory



## Introduction ...

Welcome to the *Research Directory*. It provides an overview of the various research publications associated with the Networked Learning Communities programme established by the National College for School Leadership. The directory is arranged in two main parts – each contains the same references but in different formats:

- **Part One** is for those who wish to **browse** the research. It is arranged by type of publication (conference paper, journal article, internal report etc) with the most recent first, and then A-Z by title. A short description of each piece is also provided.

■	Externally commissioned research	p3
■	Programme research	p7
■	Conference papers	p11
■	Journal articles	p19
■	Books and book chapters	p23

- **Part Two** is for those who **already know** the research they wish to access or cite. It comprises a list of the full citations of the research, arranged by author. The different types of research publication are indicated with coloured stripes in accordance with the scheme shown above.

In both parts of the directory hyperlinks to the full text of the documents in the Networked Learning Communities ‘collections’ or ‘knowledge-base’, or the means of acquiring the documents from alternative sources are provided.

There are three main ways to find specific pieces of research:

- Use **CTRL-F** to search for specific authors or words within this directory.
- Use the ‘**Learning Exchange Online**’ search tool: [www.ncsl.org.uk/leo](http://www.ncsl.org.uk/leo).
- An **Excel list** of the information contained within this directory is available to download [here](#) which can be sorted and searched in a range of different ways.

## Recommended research

Within this directory, several specific pieces of research are ‘recommended reading’ for anyone with an interest in the Networked Learning Communities programme. These are indicated throughout by attached stars, and include:

**The three phases of the external evaluation** of the programme:

### International perspectives on networked learning (External evaluation Phase 1)

Aspin, D, Chapman, J, Crandall, D, Datnow, A, Levin, B, Lieberman, A, Murphy, J, Robertson, J, Spillane, J, Stoll, L, Supovitz, J, Timperley, H & Wohlstetter, P (contributing authors), 2006 [Download ...](#)

### Learning from Networked Learning Communities: key features and inevitable tensions (External evaluation Phase 2)

Earl, L & Katz, S, 2005 [Download ...](#)

### How Networked Learning Communities work (External evaluation Phase 3)

Earl, L, Katz, S, Elgie, S, Ben Jafaar, S & Foster, L, with Sammons, P & Mujtaba, T, 2006 [Download ...](#)

**The four ‘Research Legacy’ papers** produced by the Networked Learning Communities programme research team:

### Research legacy paper one: Pupils’ experiences of learning in networks

Worrall, N, Noden, C & Desforges, C, 2006 [Download ...](#)

### Research legacy paper two: Leadership in networks: patterns and practices

Jopling, M & Crandall, D, 2006 [Download ...](#)

### Research legacy paper three: Footprints of practice: exploring the sharing and development of practice through collaborative adult learning

McGregor, J, Fielding, M & Robinson, C, with Spender, B, 2006 [Download ...](#)

### Research legacy paper four: How do school-to-school networks work?

Stott, A, Jopling, M & Kilcher, A, 2006 [Download ...](#)

**A summary of key statistics** from the Networked Learning Communities programme:

### Evidence from learning networks

Crowe, V, with Noden, C & Stott, A, 2006 [Download ...](#)

**A systematic literature review** produced by the Centre for the Use of Evidence and Research in Education (CUREE) in conjunction with the Networked Learning Communities programme research team:

### The impact of networks on pupils, practitioners, organisations and the communities they serve: a summary of the systematic review of literature (summary)

Bell, M, Cordingley, P & Mitchell, H (edited by Hill, K), 2006 [Download ...](#)

### What is the impact on pupils of networks that include at least three schools? What additional benefits are there for practitioners, organisations and the communities they serve? (systematic review, full report)

Bell, M, Jopling, M, Cordingley, P, Firth, A, King, E & Mitchell, H, 2006 [Download ...](#)

## Part One

## Externally commissioned research

**Attainment and achievement outcomes of Networked Learning Communities 2003-2005**

Mujtaba, T &amp; Sammons, P, 2006

65 page report

This report analyses the national assessment and examination results for schools involved in the NLC programme and compares them with non NLC schools.

[Download ...](#)**How Networked Learning Communities work (External evaluation Phase 3)**

Earl, L, Katz, S, Elgie, S, Ben Jafaar, S &amp; Foster, L, with Sammons, P &amp; Mujtaba, T, 2006

113 page report including executive summary and technical appendices

Final report of the three-year external evaluation of the Networked Learning Communities programme.

[Download ...](#)

Recommended

**Inside out - outside in: an unfunded NLC case study**

Goodall, J, 2006

30 page case study

Case study of one unfunded network in Gloucester exploring how local circumstances aided or inhibited the partnership and the mechanisms they used to create an effective and self-sustaining network.

[Download ...](#)**International perspectives on networked learning (External evaluation Phase 1)**

Aspin, D, Chapman, J, Crandall, D, Datnow, A, Levin, B, Lieberman, A, Murphy, J, Robertson, J, Spillane, J, Stoll, L, Supovitz, J, Timperley, H &amp; Wohlstetter, P (contributing authors), 2006

54 page booklet

Summary of contributions to the NLG symposium at AERA 2004, split into four themed chapters: networks as a force for change, networked leadership, network structures and processes, and collaboration and community.

[Download ...](#)

Recommended

**Knots and threads: the power of networks**

Church, M, 2006

7 page reflective summary of research

Madeline Church summarises and reflects on the 'knots and threads' metaphor of networks developed since 2002 by the collaborative action research group of which she was a part.

[Download ...](#)**Leading continuing professional development in school networks: adding value, securing impact**

Cordingley, P &amp; Temperley, J, 2006

17 page report

This report provides a summary of key messages about the leadership of continuing professional development, based on a collaborative enquiry undertaken by NCSL, the Teacher Development Agency, and the Centre for the Use of Research and Evidence in Education.

[Download ...](#)**Learning from practitioner enquiry and research in NLCs**

Devlin, L &amp; Beresford, J, 2006

66 page report

A comprehensive overview of how NLCs have influenced attitudes to practitioner research in schools. The researchers make the case for the significance of research as an influence on practice. Information was gathered through case studies and questionnaires.

[Download ...](#)**Network metamorphosis: An ordinary network's tale of survival – for better or for worse!**

Cantwell, T, 2006

11 page case study

A case study relating the experience of the Rushden and Higham Ferrers NLC through a period of change in its structure and organisation.

[Download ...](#)

Networked Learning Communities

[Learning from each other](#)
[Learning with each other](#)
[Learning on behalf of each other](#)

## Practitioner research and enquiry in NLCs

McLaughlin, C & Black-Hawkins, K, with Townsend, A, 2006

121 page report, including executive summary

A commissioned report based on the work of six research-active NLCs, including a literature review and case studies.

[Download ...](#)

## Spreading innovation across local authorities: tools of the trade

Chapman, C, with Allen, T & Jopling, M (edited by Carter, K & Sharp, T), 2006

12 page booklet

Booklet suggesting approaches for local authorities to develop networks and collaborative partnerships.

[Download ...](#)

## Success @: an unfunded NLC case study

Goodall, J, 2006

21 page case study

Case study of one unfunded network in south Bristol – particularly looking at its key features for sustainability.

[Download ...](#)

## The impact of networks on pupils, practitioners, organisations and the communities they serve: a summary of the systematic review of literature (summary)

Bell, M, Cordingley, P & Mitchell, H (edited by Hill, K), 2006

11 page summary

A summary of a systematic review of available literature on school networks, focusing on those papers that contain evidence of impact on pupils.

[Download ...](#)



Recommended

## The networked learning change agenda for Local Authorities (full report)

Howard, A, 2006

Full report

This is the full report of the work of Aubyn Howard who describes the Networked Learning Communities programme and explores its impact and implications for Local Authorities.

[Download ...](#)

## The networked learning change agenda for Local Authorities (summary)

Howard, A, 2006

Summary

This document provides a summary of the work of Aubyn Howard to describe the Networked Learning Communities programme and explore its impact and implications for Local Authorities.

[Download ...](#)

## Understanding Networked Learning Communities: a survey for schools

Mujtaba, T & Sammons, P, 2006

85 page report

Report based on survey data collected as part of the Networked Learning Group evaluation. The survey group consisted of 4 people in each school in 50 per cent of all NLCs (funded and unfunded). The total number of respondents was approximately 3,500.

[Download ...](#)

## Using collaboration as a strategy for improving schools in complex and challenging circumstances: What makes the difference?

Ainscow, M, Muijs, D & West, M, 2006

10 page report

This report summarises the findings of an investigation of the potential of collaboration between schools as a strategy for supporting development in schools facing complex and challenging circumstances. It examines thinking and practice in a sample of six groupings of schools where there was reason to believe that collaboration had had some impact.

[Download ...](#)

## Using collaboration as a strategy for improving schools in complex and challenging circumstances: Six accounts of practice

Ainscow, M, Muijs, D & West, M with Francis, A, & Hull, J, 2006

46 page report

This report contains six accounts of practice created as part of an investigation of the potential of collaboration between schools as a strategy for supporting development in schools facing complex and challenging circumstances. The accounts formed the basis of a summary report, Using collaboration as a strategy for improving schools in complex and challenging circumstances: What makes the difference?

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## What is the impact on pupils of networks that include at least three schools? What additional benefits are there for practitioners, organisations and the communities they serve? (systematic review, full report)

Bell, M, Jopling, M, Cordingley, P, Firth, A, King, E & Mitchell, H, 2006

90 page detailed report with summary of findings

The full report of a systematic review of available literature on school networks, focusing on those papers that contain evidence of impact on pupils.

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Recommended

## What makes a network a learning network? (External evaluation Phase 2 summary)

Earl, L & Katz, S (edited by Temperley, J), 2006

12 page booklet

Summary of Phase 2 of the external evaluation of the NLC programme.

[Download ...](#)

## Applications of a 'communities of practice' approach in organisations

Thorpe, M & Jelfs, A, 2005

27 page report

Commissioned report exploring 'communities of practice' and other frameworks for conceptualising, developing and evaluating NLCs. Report four of four related to communities of practice.

[Download ...](#)

## Developing a Networked Learning Community with ICT - learning the hard way

Thomson, P, Brown, L, Day, C, Townsend, A, Morgan, M, Dunning, S, Schram, B & Kellow, M, 2005

39 page report

This report outlines the work of the Milton Keynes Primary Schools Learning Network (PSLN) with their partners the University of Nottingham to establish an NLC based on ICT.

[Download ...](#)

## How can learning networks help schools in complex and challenging circumstances?

Chapman, C, Allen, T & Harris, A, 2005

82 page report with executive summary

This commissioned report identifies how NLCs can help schools in difficult circumstances and proposes that greater flexibility within networks could increase the effectiveness of such support.

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## How do we know we are making a difference?

Maddison, L, 2005

8 page booklet

A summary of research carried out by a network associate, looking at assessing the impact of networks.

[Download ...](#)

## Learning from Networked Learning Communities: key features and inevitable tensions (External evaluation Phase 2)

Earl, L & Katz, S, 2005

118 page report with executive summary

DfES funded evaluation conducted by international experts. This evaluation is based on examination of available documentation, case studies, interviews and questionnaire responses from network members. It has been substantially supported and conducted by members of the Networked Learning Group according to strict criteria designed by the evaluation team.

[Download ...](#)



Recommended

## Networked Learning Communities and higher education links project final report

Campbell, A, Keating, I, Cockett, K, Kane, I, McConnell, A & Baxter, C, 2005

88 page report including executive summary

This commissioned report focuses on the links between NLCs and Higher Education Institutions.

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Networked Learning Communities

Learning from each other   Learning with each other   Learning on behalf of each other

## Professional learning communities: user guide: getting started and thinking about your journey

Stoll, L, Bolam, R, McMahon, A, Thomas, S, Wallace, M, Greenwood, A & Hawkey, K, 2005

2 page leaflet

Contents guide to the series of 15 publications on professional learning communities.

[Download ...](#)

## Key issues and experience from the scoping of networks' use of ICT, mid-year report, 2004

Thorpe, M, Kubiak, C & Jelfs, A, 2004

31 page report

This report focuses on the use of ICT as a network-building tool.

[Download ...](#)

## NLCs: an evaluation of the EAZ strand

Powell, R, Smith, R & Reakes, A, 2004

47 page report

Evaluation of two of the EAZs which became NLCs.

[Download ...](#)

## Researching teachers, researching schools, researching networks: a review of the literature

McLaughlin, C, McIntyre, D & Black-Hawkins, K, 2004

82 page report

A review of existing literature about school and practitioner research and enquiry.

[Download ...](#)

## Researching teachers, researching schools, researching networks: a summary of the literature

McLaughlin, C, Black-Hawkins, K & McIntyre, D, 2004

22 page report

A review of the current national and international literature on practitioner, school and network research.

[Download ...](#)

## A report on the concept of 'communities of practice' and its applicability to NCSL's NLCs

Thorpe, M, 2003

33 page report

A description of Wenger's theory of 'communities of practice' and its applicability to the Networked Learning Communities programme. Report one of four exploring communities of practice.

[Download ...](#)

## Evaluation of collaborative leadership learning: interim report to NCSL

Campbell, J & Orlick, S, 2003

26 page report

An interim report on the collaborative leadership learning within NLG programme undertaken by the University of Warwick.

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## Review of Networked Learning Communities: a literature review

Kerr, D, Aiston, S, White, K, Holland, M & Grayson, H, 2003

73 page report

Literature review seeking to identify successful NLCs and similar initiatives in order to begin to identify common characteristics.

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## Review of Networked Learning Communities: a literature review - summary

Kerr, D, Aiston, S, White, K, Holland, M & Grayson, H, 2003

8 page summary

Summary of the literature review looking to identify successful NLCs and similar initiatives in order to begin to identify common characteristics. (See also the full review by the same authors)

[Download ...](#)

## The conceptualisation of knowledge and learning in studies of practice in organisational and professional contexts

Thorpe, M, 2003

49 page report including summary

Drawing from the literature on CoPs, this report picks out the learning from practice which resonates with Wenger's theory in the context of NLCs. Report three of four related to communities of practice.

[Download ...](#)

## Learning the lessons: What can the Networked Learning Communities programme learn from recent policy initiatives?

DEMOS, 2002

16 page paper

This paper, produced early in the development of the Networked Learning Communities programme examines previous education initiatives in both the UK and USA in order to extract the key messages about school-to-school collaboration and effective teaching and learning.

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## Programme research

### Annual enquiry 2005: Excellence through collaboration and enabling leadership (EXCEL) NLC case study

Noden, C, 2006

16 page case study

Case report of EXCEL network, focusing on the impact of an international link with Malta schools and a network story-making and literacy project.

[Download ...](#)

### Annual enquiry 2005: Janus NLC case study

Jopling, M & Cotgreave, G, 2006

14 page case study

Case report of Janus NLC, focusing on the impact of a network ICT and literacy project.

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### Annual enquiry 2005: Kingsbridge NLC case study

Plummer, G & Hall, D, 2006

16 page case study

Case report of Kingsbridge network, focusing on the impact of network projects aiming to improve attendance, reduce disaffection and raise standards.

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### Annual enquiry 2005: Oldham NLC case study

Stott, A & Woods, R, 2006

16 page case study

Case report of Oldham NLC, focusing on the impact of the introduction of 'philosophy for children' across the network.

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### Annual enquiry 2005: Organic Learning Partnership NLC case study

Plummer, G & Hall, D, 2006

17 page case study

Case report of Organic NLC, focusing on strategies to raise pupils' confidence, self-esteem and empathy, and improve relationships.

[Download ...](#)

### Annual enquiry 2005: Pendle Small Schools NLC case study

Jopling, M & Cotgreave, G, 2006

18 page case study

Case report of Pendle NLC, focusing on the impact of a network reading and writing recovery programme.

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### Annual enquiry 2005: Penryn Partnership Plus NLC case study

Worrall, N & Crowe, V, 2006

17 page case study

Case report of Penryn NLC, focusing on projects aiming to raise pupils' aspirations and self-esteem.

[Download ...](#)

### Annual enquiry 2005: Primary Schools Learning Network (PSLN) NLC case study

Worrall, N & Crowe, V, 2006

15 page case study

Case report of PSLN NLC, focusing on the impact of pupil peer assessment, paired working and teacher enquiry in the network.

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### Annual enquiry 2005: Sevenoaks Talented and Gifted (STAG) NLC case study

Noden, C & Barrett, H, 2006

14 page case study

Case report on STAG NLC, focusing on the impact on pupils' motivation and attainment of a network focus on gifts and talents in all pupils.

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### Annual enquiry 2005: Southampton Leading for Learning NLC case study

McGrane, J & McGregor, J, 2006

14 page case study

Case report of Southampton NLC, focusing on the impact of teacher enquiry triads on pupil engagement and attainment.

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### Authentic alignment for research and enquiry: Effective partnerships between Networked Learning Communities and universities

Plummer, G & McLaughlin, C, 2006

29 page report

Detailed report exploring networks' external partnerships, particularly with universities, to support research and enquiry.

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### Evidence from learning networks

Crowe, V, with Noden, C & Stott, A, 2006

8 page booklet

A summary of key statistics from the NLC programme, including programme-wide and network-specific examples of impact.

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Recommended

### Research legacy paper one: Pupils' experiences of learning in networks

Worrall, N, Noden, C & Desforges, C, 2006

33 page research legacy paper, plus appendices

Detailed report relating to pupils' experiences of learning within Networked Learning Communities.

[Download ...](#)



Recommended

### Research legacy paper two: Leadership in networks: patterns and practices

Jopling, M & Crandall, D, 2006

56 page research legacy paper

Detailed report relating to leadership within and of NLCs.

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Recommended

### Research legacy paper three: Footprints of practice: exploring the sharing and development of practice through collaborative adult learning

McGregor, J, Fielding, M & Robinson, C with Spender, B, 2006

35 page research legacy paper

Detailed report relating to transferring practice within networks, with a particular focus on collaborative adult learning.

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Recommended

### Research legacy paper four: How do school-to-school networks work?

Stott, A, Jopling, M & Kilcher, A, 2006

28 page research legacy paper

Detailed report drawing together the findings from the NLC programme related to establishing and sustaining networks.

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Recommended

### Spreading innovation across local authorities: creating a national network

Farrar, M & Mongon, D (edited by Carter, K & Sharp, T), 2006

12 page booklet

Findings and key features from the LEArn project research.

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## Spreading innovation across local authorities: testing systemic solutions

Fullan, M., 2006

6 page booklet

Think piece introducing the LEarn project.

[Download ...](#)

## System leadership in action: leading networks leading the system

Ballantyne, P, Jackson, D, Temperley, J & Jopling, M, with Lieberman, A, 2006

11 page booklet

Key messages about system leadership drawn from interviews with 13 system leaders.

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## System leadership in action: system leaders in profile

Ballantyne, P, Jackson, D & Temperley, J, with Lieberman, A, 2006

6 page booklet

Short profiles of 13 people in system leadership roles.

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## System leadership in action: what does a system leader do?

Ballantyne, P, Jackson, D & Temperley, J, with Lieberman, A, 2006

6 page fold-out booklet

A short booklet which is a discussion tool designed to support groups in exploring the practice of system leadership.

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## System leadership in action: where do system leaders come from?

Lieberman, A, 2006

8 page booklet

Think piece which explores the interface between 'networked learning' and 'system leadership in action'.

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## What does network practice tell us about the impact of networking and collaboration?

Church, M, Crowe, V, Plummer, G & Worrall, N, 2006

16 page booklet

A summary of learning from the NLC case studies produced from the annual enquiry 2005, themed under seven key features for pupil impact.

[Download ...](#)

## What does the existing knowledge base tell us about the impact of networking and collaboration? (summary)

Hadfield, M, Jopling, M, Noden, C, O'Leary, D & Stott, A, 2006

16 page booklet

Summary of the four sections of a rapid review of the existing literature on the impact of networks on pupils.

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## What does the existing knowledge base tell us about the impact of networking and collaboration? A review of international accounts

Hadfield, M, Jopling, M, Noden, C, O'Leary, D & Stott, A, 2006

14 page report

Section of the rapid review of literature incorporating international accounts and evaluations of networks. These are traditionally North American in origin, but increasingly include research emerging from Europe and elsewhere.

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## What does the existing knowledge base tell us about the impact of networking and collaboration? A review of multi-agency and community-based forms of networking

Hadfield, M, Jopling, M, Noden, C, O'Leary, D & Stott, A, 2006

18 page report

Section of the rapid review of literature incorporating studies ranging from national evaluations to local accounts, and covering multi-agency work and partnership involving schools in collaboration with statutory agencies and community-based organisations.

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## What does the existing knowledge base tell us about the impact of networking and collaboration? A review of network-based innovations in education in the UK

Hadfield, M, Jopling, M, Noden, C, O'Leary, D & Stott, A, 2006

14 page report

Section of the rapid review of literature incorporating studies addressing the impact of networked initiatives such as Excellence in Cities, Education Action Zones and Beacon schools.

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## What does the existing knowledge base tell us about the impact of networking and collaboration? A review of practitioner accounts

Hadfield, M, Jopling, M, Noden, C, O'Leary, D & Stott, A, 2006

14 page report

Section of the rapid review of literature incorporating participant accounts and evaluations of networks. This provides perspectives of the key stakeholders, including individual teachers.

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## Local authority in a network-based system

Jackson, D & Hannon, V, 2005

8 page booklet

This paper is based on the premise that we are moving towards an increasingly network-based system, and that this will occur with or without the support of Local Authorities. It poses the question whether Local Authorities can and will rise to the challenge presented by this opportunity.

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## Network building: a review of the formation stage of networks in the Networked Learning Communities programme (full report)

Hadfield, M, Kubiak, C, Noden, C & O'Leary, D, 2005

47 page report

Full report of the year one review of the NLC programme.

[Download ...](#)

## Network building: executive summary

Hadfield, M, Kubiak, C, Noden, C & O'Leary, D, 2005

4 page summary

Summary report of the year one review of the NLC programme.

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## Schools in complex and challenging circumstances: an NLC case study, Newham Way Cooperative

Spender, B, 2005

10 page case study

A case study of one NLC working in complex and challenging circumstances in Newham

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## Schools in complex and challenging circumstances: an NLC case study, Oldham

Spender, B, 2005

12 page case study

A case study of one NLC working in complex and challenging circumstances in Oldham

[Download ...](#)

## The leadership of adult learning in networks (executive summary)

Hadfield, M, Noden, C, Stott, A, Spender, B, McGregor, J & Anderson, M, 2005

3 page summary

Summary report from the 'spring enquiry 2004' which looked at the extent and impact of adult learning in NLCs.

[Download ...](#)

## The leadership of adult learning in networks (full report)

Hadfield, M, Noden, C, Stott, A, Spender, B, McGregor, J & Anderson, M, 2005

47 page report

Full report from the NLC 'spring enquiry 2004' which looked at the extent and impact of adult learning in NLCs.

[Download ...](#)

## Programme review of data and evidence

National College for School Leadership (NCSL), 2004

31 page report

Internal report produced for NCSL leadership. Summary of data gathered during the NLC programme up to 2004.

[Download ...](#)

## A community of practice perspective on NLCs

Kubiak, C, 2003

16 page paper

A paper discussing the relevance of the concept of communities of practice to NLCs.

[Download ...](#)

## Leading a network: challenges and strategies

Spender, B, 2005

25 page booklet

Based on research carried out in the first twelve months of the NLC programme this small booklet highlights the initial challenges and barriers faced by network leaders as they struggled to develop their work.

[Download ...](#)

## Networked learning - from competition to collaboration

Spender, B, 2003

5 page discussion paper

Short paper locating the NLC programme in context with other educational reform initiatives.

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## Reflections - learning themes from the first nine months of the NLC programme

Jackson, D & Payne, G, 2003

8 page article

A summary of early learning from the programme as it expanded from a small-scale R&D programme up to over 100 networks.

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## Towards knowledge-based networked learning: what we have learned from the first NLC programme enquiry, summer 2003

Dudley, P, Hadfield, M & Carter, K, 2003

73 page report with executive summary

Report from the first programme-wide enquiry, 2003, giving a detailed picture of early stage NLC development.

[Download ...](#)

## Learning from experience: a literature review designed to help those establishing and running NLCs

National College for School Leadership (NCSL) & DEMOS, 2002

24 page literature review

Review of learning from other network initiatives, designed to support the development of NLCs.

[Download ...](#)

## Networked Learning Communities - capacity-building, networking and leadership for learning

Hopkins, D & Jackson, D, 2002

19 page paper

This paper is focused on distributed leadership, capacity-building and networking in the context of NLCs and the school improvement agenda.

[Download ...](#)

## Conference papers

### From professional learning community to Networked Learning Community

Jackson, D & Temperley, J, 2006

24 page paper - International Congress for School Effectiveness and Improvement (ICSEI) Annual Conference

This paper argues that the school unit is too small to provide sufficiently rich professional learning for adults and that the network is the new unit which can provide this.

[Download ...](#)

### Community leadership network: more than an aspiration

Bond, K, Farrar, M, Berry, H, Godfrey, G & Ling, D, 2005

23 page paper - International Congress for School Effectiveness and Improvement (ICSEI) Annual Conference

This paper argues that models of school leadership should aim to service and build capacity for interdependent relationships between institutions and communities beyond the school gates.

[Download ...](#)

### Deconstructing student voice: new spaces for dialogue or new opportunities for surveillance?

Fielding, M & McGregor, J, 2005

24 page paper - American Educational Research Association (AERA) Annual Conference

This paper sets out to explore recent developments in a re-emerging field, now often known as 'student voice'. It suggests that in its apparent desire to encourage young people to articulate their concerns and aspirations about a whole range of matters, student voice has the potential to offer an important contribution to educational renewal.

[Download ...](#)

### Desperately seeking fusion: two perspectives of leading learning in a Networked Learning Community

Holmes, D & Hart, J, 2005

19 page paper - International Congress for School Effectiveness and Improvement (ICSEI) Annual Conference

This paper describes how two of the leaders of Hartlepool and Bransholme NLCs approached their tasks and how they came to terms with a challenging role that added to their own leadership learning.

[Download ...](#)

### Developing adaptive leaders: the 'co' in the co-leadership of school-to-school networks

Anderson, M, Hadfield, M & O'Leary, D, 2005

20 page paper - International Congress for School Effectiveness and Improvement (ICSEI) Annual Conference

This paper looks at the development of school leaders as they have taken on leadership roles with networks of schools. It considers the differentiated leadership needs within network structures and processes, arguing that differentiated roles and models of leadership are supportive of system change.

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### Learning themes from the NLC programme

Jackson, D, 2005

14 page paper - International Congress for School Effectiveness and Improvement (ICSEI) Annual Conference

This paper describes the key themes emerging from two years' work on the NLC reform programme in the UK.

[Download ...](#)

### Local authority-wide support for school networks: adaptive change practices at a system level

Jackson, D, Farrar, M & Mongon, D, 2005

24 page paper - American Educational Research Association (AERA) Annual Conference

An analytical account of the LEarning Project in the UK – a large-scale programme involving 19 local authorities committed to network solutions.

[Download ...](#)

### Local Government's response to the emergence of school networks

Farrar, M, Handscomb, G & Morris, S, 2005

11 page paper - International Congress for School Effectiveness and Improvement (ICSEI) Annual Conference

This paper presents an account of how local authorities are developing their own role and personnel in light of the growing number of network-based initiatives.

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### Making space to learn: the development of the NCSL 'Facilitation for Collaborative Leadership Learning' programme

Woods, R & Jones, A, 2005

17 page paper - International Congress for School Effectiveness and Improvement (ICSEI) Annual Conference

This paper outlines some of the ideas underpinning the CLL programme and describes its evolution from the launch of two pilot programmes in the autumn of 2002 to 2005.

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### Middle leaders and the nature of distributed leadership in networks

Hadfield, M, 2005

27 page paper - American Educational Research Association (AERA) Annual Conference

This paper looks at the growth of 'middle leaders' within networks of schools. It describes how the demands of leading a network have created the need to grow leadership capacity and resulted in the adoption of a variety of models of distributed leadership.

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## Network-based reform: adaptive challenges facing the English education system

Hannon, V, 2005

11 page paper - American Educational Research Association (AERA) Annual Conference

This paper creates an overview and a context for the symposium Network Solutions to Adaptive Challenges. It reviews data on student performance in the English system, and explores how the design for system reform has been adapted to address the challenges which those data present.

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## Networked Learning Communities and community engagement

Dean, C & Dyson, A, 2005

8 page PowerPoint presentation - British Educational Research Association (BERA) Annual Conference

This presentation summarises the work of Manchester University in relation to NLCs connecting to their wider communities.

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## New spaces for dialogue? What are adults learning about student involvement and participation in Networked Learning Communities?

McGregor, J, 2005

20 page paper - British Educational Research Association (BERA) Annual Conference

Emerging evidence from the NLC enquiries suggests that student involvement in networks has important potential for building capacity and 'bottom up change' in the system, for example through different forms of collaborative enquiry, particularly when focused on the conditions of learning.

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## Researching networks in education: The NLC programme of NCSL (symposium leaflet)

National College for School Leadership (NCSL), 2005

8 page leaflet - British Educational Research Association (BERA) Annual Conference

This leaflet supported the symposium presented by the Networked Learning Communities programme.

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## Shotgun weddings, arranged marriages or love matches? An investigation of NLCs and HEI partnerships in England

Campbell, A & Keating, I, 2005

16 page paper - British Educational Research Association (BERA) Annual Conference

This paper discusses a project investigating the variety of partnerships, links and collaborations between Networked Learning Communities (NLCs) and higher education institutions (HEIs).

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## Student voice: Pandora's box or philosopher's stone?

Martin, N, Worrall, N & Seinfeld-Dutson, A, 2005

15 page paper - International Congress for School Effectiveness and Improvement (ICSEI) Annual Conference

This paper explores some of the complex and contradictory messages about pupil involvement in school improvement. It tries to disentangle some of the different attitudes towards, and expectations of, greater pupil involvement in learning and leadership voiced by practitioners in NLCs and beyond.

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## System thinkers in action? The leadership of networks of schools

Anderson, M, 2005

24 page paper - American Educational Research Association (AERA) Annual Conference

This paper focuses on the leadership and facilitation of NLCs, drawing on a range of different data.

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## Practitioner learning, teacher enquiry and research

McLaughlin, C, 2005

14 page powerpoint presentation - British Educational Research Association (BERA) Annual Conference

Powerpoint presentation describing research undertaken by the University of Cambridge in relation to teacher enquiry and research within Networked Learning Communities.

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## The LEarning initiative: an enquiry and development approach to generating multi-layered change in England

Handscomb, G & Chapman, C, 2005

13 page paper - International Congress for School Effectiveness and Improvement (ICSEI) Annual Conference

This paper draws on emerging evidence from the LEarning Initiative supported by the DfES' Innovations Unit and NCSL. The initiative aims to foster an enquiry and development approach to the brokering and facilitation of relationships within and between local authorities in England.

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## Two system-wide network reforms in the UK: learning themes from the Networked Learning Communities and the Leading Edge Partnership programmes

Jackson, D & Burns, M, 2005

14 page paper - International Congress for School Effectiveness and Improvement (ICSEI) Annual Conference

This paper is exploratory and propositional. It draws from two years' work on two national network-based reform programmes in the UK - the NLG programme and the Leading Edge Partnership programme.

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## Building leadership and facilitation capacity in Networked Learning Communities

Anderson, M, Kubiak, C, Creasy, J & Hadfield, M, 2004

30 page paper - American Educational Research Association (AERA) Annual Conference

This paper reports on emerging findings about the evolving leadership and facilitation of NLCs. Challenges of distributing leadership and facilitation are discussed.

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## Coaching in networks of schools

Robertson, J, 2004

23 page paper - NLC seminar

This paper was commissioned as a background discussion paper for the international team who met to develop an evaluation process for the NLC initiative in England, with a particular look at the potential of coaching in school networks.

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## Collaborative enquiry in Networked Learning Communities

McGregor, J, Holmes, D & Temperley, J, 2004

23 page paper - British Educational Research Association (BERA) Annual Conference

This paper explores the importance of collaborative enquiry, pupil learning focus and pupils as researchers in NLCs.

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## Connecting central policy and Networked Learning Communities

Levin, B, 2004

12 page paper - DfES/NCSL Seminar on Evaluation of the Networked Learning Communities Initiative

This paper looks at the strengths and weaknesses of central policy reform and networked learning communities, suggesting some tensions between the two approaches. It proposes ways in which the two approaches might go beyond peaceful co-existence to a productive synergy.

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## Developing a collaborative evaluation methodology for Networked Learning Communities

Cordingley, P, Jackson, D & Hannon, V, 2004

25 page paper - American Educational Research Association (AERA) Annual Conference

Paper looking at the strengths of collaboration and the challenges of taking networks to scale.

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## Facilitating leadership development for learning networks

Anderson, M & Thomas, N, 2004

23 page paper - British Educational Research Association (BERA) Annual Conference

This paper draws on primary data about facilitating leadership development for learning networks. It proposes that shared forms of leadership and facilitative approaches to learning are critical to servicing the growth and sustainability of these communities.

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## From transmission to collaborative learning: best evidence in continuing professional development

Cordingley, P, Rundell, B, Temperley, J & McGregor, J, 2004

20 page paper - International Congress for School Effectiveness and Improvement (ICSEI) Annual Conference

This paper examines the EPPI review of effectiveness of CPD in relation to nine key features highlighted as being of significant interest to those involved in developing adult learning within NLCs, providing structures and illustrative material.

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## Leadership for learning networks

Anderson, M & Farrar, M, 2004

19 page paper - British Educational Leadership, Management & Administration Society (BELMAS) Annual Research Conference  
This paper uses the Community Leadership and NLC programmes as a basis for discussion about the development and sustainability of networks.

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## Leading networks: the dynamic between processes and structures. What works?

Hadfield, M, Spender, B, Holmes, D & Bavington, B, 2004

26 page paper - American Educational Research Association (AERA) Annual Conference  
The paper discusses the task of leading a network from two perspectives: the work of the core team at the NLC programme and of two co-leaders involved in very different Networked Learning Communities – Haverhill and Hartlepool.

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## Network leaders' perspectives on the growth of Networked Learning Communities

Kubiak, C & Bertram, J, 2004

19 page paper - British Educational Research Association (BERA) Annual Conference  
This paper reports on an exploratory study investigating network leaders' perspectives on the growth of their Networked Learning Communities. Network growth is conceptualised as the growth of social capital.

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## Networked learning and lateral leadership: what are we learning from the Networked Learning Communities programme?

Jackson, D & Horne, M, 2004

18 page paper - British Educational Leadership, Management & Administration Society (BELMAS) Annual Research Conference  
This paper explores learning about networked learning within the NLC initiative and its contribution to lateral leadership.

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## Networked Learning Communities - whose agenda?

Townsend, A, 2004

18 page paper - European Conference on Educational Research (ECER) Annual Conference  
This paper is concerned with the alternative agendas of the stakeholders in networked learning. A key proposal is that these alternative agendas should be articulated and actively managed in the facilitation of networks.

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## Networked Learning Communities as professional learning communities

Stoll, L, 2004

31 page paper - NLC seminar, San Diego, 14 April 2004  
This background paper prepared for the NLC seminar to develop an evaluation process for the programme considers, through a review of relevant literature, the extent to which Networked Learning Communities can be seen as professional learning communities.

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## Networked Learning Communities: characteristics of networked learning - what are we learning?

Jackson, D, 2004

24 page paper - International Congress for School Effectiveness and Improvement (ICSEI) Annual Conference  
This paper explores learning about networked learning within the NLC initiative. Section 1 outlines some of the knowledge fields and early learning that informed the NLC design; Section 2 explores the difference between a 'network' and 'networking'. The paper concludes with some of the emergent learning themes about networked learning from the first year of the programme's work.

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## Networked Learning Communities: programme, policy environment and the potential of participatory evaluation

Jackson, D, Hannon, V & Cordingley, P, 2004

24 page paper - American Educational Research Association (AERA) Annual Conference  
Section 1 looks at the background to the emergence of the NLC programme in England, with brief details of the design, early development and core principles and practices of the work. Section 2 explores issues and challenges within the English policy context, opportunities for new forms of policy learning and the relationship between large-scale programme learning and the emerging educational policy narrative. Section 3 looks at the challenges of evaluation for such a large-scale and multi-level programme.

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Networked Learning Communities

Learning from each other   Learning with each other   Learning on behalf of each other



## Recognising student leadership in Networked Learning Communities

McGregor, J & Tyrer, G, 2004

24 page paper - British Educational Leadership, Management & Administration Society (BELMAS) Annual Research Conference  
This paper explores emerging themes from the Networked Learning Communities (NLC) programme in developing understandings of leadership for learning and student involvement.

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## Striving for sustainability: re-designing leadership for learning in Networked Learning Communities

Carter, K, Feeley, A, Jeffries, C, Jones, J & Taylor, C, 2004

30 page paper - International Congress for School Effectiveness and Improvement (ICSEI) Annual Conference  
This paper examines the generation of a collaborative context for leadership learning and school development within the NLC programme. It explores a rationale for re-designing leadership for learning as a means of supporting sustainable improvement in schools.

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## System thinkers in action: programme and policy perspectives on developing collaborative enquiry-based leadership and learning in networked contexts

Carter, K & Franey, T, 2004

23 page paper - Collaborative Action Research Network (CARN) Annual Conference  
This paper explores the development of collaborative enquiry-based leadership and leadership learning practices within the context of NCSL's NLC and Primary Leadership programmes.

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## System thinkers in action: practitioner perspectives on developing a collaborative enquiry approach to leadership and learning in networked contexts

Church, J, Cottrell, J & Eastes, C, 2004

22 page paper - Collaborative Action Research Network (CARN) Annual Conference  
This paper explores practitioner perspectives on the key outcomes of developing collaborative enquiry-based leadership and leadership learning practices within the context of two large-scale initiatives – NCSL's NLC programme and the Primary Leadership programme.

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## The role of pupils in constructing Networked Learning Communities

Thomson, P & Brown, L, 2004

13 page paper - European Conference on Educational Research (ECER) Annual Conference  
This paper explores pupil-led ICT communication strategies in NLCs.

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## Trying to forge a Networked Learning Community: a case study

Elkins, T & Haydn, T, 2004

20 page paper - British Educational Research Association (BERA) Annual Conference  
This paper considers the experiences of one NLC over the first year of its existence. It particularly explores the problems, difficulties and weaknesses that were encountered, and some of the ways forward developed to address them.

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## Typologising Networked Learning Communities: a mixed models approach

Case, S & Kubiak, K, 2004

17 page paper - British Educational Research Association (BERA) Annual Conference, Manchester  
This paper describes the development of a typology of network activity using a mixed model approach. This approach was adopted in order to maintain alignment between the research team and a programme orientation that stressed meeting multiple audience needs and developing a deep and rich understanding of the role of networks in school reform.

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## What does networked learning look like and how is it developing?

Dudley, P & Horne, M, 2004

28 page paper - American Educational Research Association (AERA) Annual Conference  
Paper summarising the learning from the first programme level enquiry.

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## Collaborative leadership learning: developing facilitation skills for collaborative learning in leadership learning groups

James, K, Mann, J & Creasy, J, 2003

18 page paper - Education Innovation in Economics and Business (Edineb) Conference

This paper focuses on collaboration between NCSL and Cranfield University School of Management. The aim of the collaborative programme was to enable participants to understand their role in leading/co-leading/facilitating their leadership learning group, based on collaborative learning principles.

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## Creating and sustaining networks

Macdonald, G & Leo, E, 2003

4 page paper - British Educational Research Association (BERA) Annual Conference

Background and introductory paper on the NLC programme.

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## Energising enquiry: building capacity through enquiry-based leadership practice

Carter, K & Ireson, J, 2003

22 page paper - International Congress for School Effectiveness and Improvement (ICSEI) Annual Conference

This paper describes enquiry-based leadership practices, suggesting that the achievement of capacity-building for school transformation is dependent upon the development of enquiry-based approaches to leadership and leadership development which encourage risk-taking and innovation.

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## Facilitating enquiry-based leadership and learning in Networked Learning Communities: perspectives from NCSL in England

Carter, K, Bond, K & Franey, T, 2003

29 page paper - Collaborative Action Research Network (CARN) Annual Conference

Using illustrative examples from the work of the programme, the paper explores the pivotal role of practitioner research in supporting the development of enquiry-based leadership practice at all levels, within, across and between schools as learning communities.

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## Facilitation in action

Kubiak, C & Anderson, M, 2003

10 page paper - British Educational Research Association (BERA) Annual Conference

This paper describes an outcome of a pilot study aimed at "mapping" facilitation practice within the Networked Learning Group at NCSL.

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## Incubating 'real time learning': the role and nature of real time learning in Networked Learning Communities

Bentley, T & Horne, M, 2003

13 page paper - American Educational Research Association (AERA) Annual Conference

Real time learning aims to be a knowledge-generating and knowledge-sharing set of processes and relationships which can help to meet the context-specific needs of practitioners working in school-to-school networks.

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## Knowledge creation and management - building an enquiry and research strategy for a networked learning initiative

Cordingley, P, 2003

25 page paper - American Educational Research Association (AERA) Annual Conference

This paper explores the process of developing an appropriate research strategy within an initiative oriented towards knowledge production.

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## Knowledge management in Networked Learning Communities

Jackson, D & Leo, E, 2003

18 page paper - American Educational Research Association (AERA) Annual Conference

This paper argues that networks as a contemporary organisational form are capable of fostering innovation and facilitating knowledge transfer and utilisation across schools. The paper sets out the history and rationale for the NLC programme.

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## Networked learning in the context of practice

Day, C, Hadfield, M, Kellow, M, 2003

Paper - British Educational Research Association (BERA) Annual Conference

## Networked Learning Communities: multiple models of enquiry and research

Temperley, J & Horne, M, 2003

10 page paper - International Congress for School Effectiveness and Improvement (ICSEI) Annual Conference

This paper argues that to criticise practitioner enquiry for lacking the academic rigour of public 'research' is to confuse the needs of academia with the purposes of practitioners.

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## NLCs: the role of collaborative enquiry and knowledge networks in school and system improvement

Jackson, D, 2003

17 page paper - International Congress for School Effectiveness and Improvement (ICSEI) Annual Conference

This paper opens with an exploration of the importance of the network as a contemporary organisational form well able to foster innovation and facilitate knowledge transfer. This then leads on to a brief explanation of the Networked Learning Communities programme.

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## Oiling the wheels and cleaning the plates? Reflections on the first year of being a co-leader of a Networked Learning Community

Worrall, N, 2003

8 page paper - British Educational Research Association (BERA) Annual Conference

The reflections of three teacher research co-ordinators on being involved in year one of an NLC.

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## Reification and the place of practitioner knowledge in Networked Learning Communities

Mann, J & Coulson, G, 2003

11 Page paper - American Educational Research Association (AERA) Annual Conference

Paper focused on the challenges of leadership learning within Networked Learning Communities.

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## Sustainable school improvement - building a system-wide vision

Jackson, D, 2003

16 page monograph

This monograph develops themes and material relating to educational leadership presented by David Jackson in two keynote addresses in Australia in 2003.

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## Taking a kaleidoscopic view: new directions for practitioner research in networked learning contexts

Carter, K, 2003

18 page paper - British Educational Research Association (BERA) Annual Conference

This paper explores the new directions taken to create a collaborative context for school-based enquiry within the NLC programme.

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## What is networked learning?

National College for School Leadership (NCSL) & DEMOS, 2003

14 page paper - American Educational Research Association (AERA) Annual Conference

This theoretical paper expands and elaborates the definition of 'networked learning' and sets out the learning principles that underpinned the NLC programme.

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## A school–university research partnership: conditions, understanding and paradoxes

McLaughlin, C & Black-Hawkins, K, 2002

22 page paper - British Educational Research Association (BERA) Annual Conference

This paper is based on experiences and understanding of a school-university partnership between eight secondary schools and the University of Cambridge.

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## Developing enquiry-based leadership: perspectives from NCSL in England

Carter, K & Ireson, J, 2002

18 page paper - Collaborative Action Research Network (CARN) Annual Conference

This paper explores the rationale for the promotion of enquiry-based leadership as a means of supporting the transformation of schools and re-establishing headteachers and others with leadership roles in schools as the driving force for change at both the practice and policy levels.

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## Developing school leaders: a comparative study of leader preparation programmes

West, M & Jackson, D, 2002

25 page paper - American Educational Research Association (AERA) Annual Conference

This paper is based on a study that scrutinised programmes developed in response to demand for school leader preparation in a number of countries and locations.

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## Distributed leadership in discussion

Carter, K, Macdonald, G & Martin, A, 2002

27 page paper - NCSL first international conference

This paper highlights some key issues emerging from the outcomes of an interactive symposium focused upon perspectives drawn from research study, practitioner inquiry and policy analysis undertaken by NCSL's 'Successful Leadership in Urban and Challenging Contexts' programme. The article focuses in particular upon the concept of distributed leadership.

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## Distributed leadership in discussion: perspectives from NCSL

Barker, D, Carter, K, Coles, M, Ireson, J, Martin, A, Southworth, G & Williams, C, 2002

18 page paper - British Educational Leadership, Management & Administration Society (BELMAS) Annual Conference

This paper reports on NCSL's early work in the field of school leadership development, drawing upon research, practitioner and policy perspectives in order to foster a critical discussion of the practice of distributed leadership.

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## Networks and the role of knowledge management: collaborative enquiry for school and system improvement

Jackson, D, 2002

Incorporated Association of Registered Teachers of Victoria (IARTV) seminar series paper

In this paper David Jackson develops the ideas he articulated at the CERI/OECD/DfES/QCA/ESRC Forum in Oxford in March 2002. He describes the framework for the NLC programme and the role of enquiry within it.

[Further information from ...](#)

## The creation of knowledge networks: collaborative enquiry for school and system improvement

Jackson, D, 2002

14 page paper - CERI/OECD/DfES/QCA/ESRC Forum "Knowledge Management in Education and Learning"

This is an examination of networks as support structures for innovative schools. David Jackson points to the many unique features of the large-scale NLC innovation. He analyses the role of collaboration as something that is not an end in itself but facilitative of the sharing of good process and good practice. Willingness to adopt new patterns of leadership and enquiry based activity are recognised as essential features of NLCs.

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## Journal articles

### Co-leaders and middle leaders: the dynamic between leaders and followers in networks of schools

Hadfield, M, 2006 (forthcoming)

School Leadership and Management

An examination of leadership practice within two key groups – co-leaders and middle leaders – in NLCs. Professor Hadfield, formerly the NLG's Research Director, uses the concept of 'leadership shear' to describe what can happen when the two groups encounter tensions and challenges.

[Further information from ...](#)

## Does coaching make a difference? (provisional title)

McGrane, J, 2006 (forthcoming)

Professional Development Today

Julie McGrane, formerly one of NCSL's networked learning facilitators, describes the work of two contrasting NLCs in coaching. She looks at the impact coaching can have on under-performance and under-achievement and at the benefits that may be experienced by both coach and learner.

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## Exploring relationships between participation in Network Learning Community programmes and standards of pupil achievement

Sammons, P, Mujtaba, T & Earl, L, 2006 (forthcoming)

School Leadership and Management

This paper focuses on the relationship between involvement in Networked Learning Communities and evidence of impact on education outcomes in terms of key indicators of pupils' attainment and progress. It tests the proposition that networking activity can contribute to raising standards.

[Further information from ...](#)

## Evaluating CPD and professional learning - pointing up new ways to improve whole school teaching and learning

McGregor, J, 2006

2 page article - Curriculum Management Update

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## Leadership in school networks: findings from the Networked Learning Communities programme

Jopling, M & Spender, B, 2006 (forthcoming)

6 page article - Management in Education

This paper draws together extensive work on network leadership, accumulated over the life of the NLC programme. This edited summary of the work of the NLG research team focuses on how network leaders themselves have articulated their experience of this new type of leadership, how they have tackled the problems they encountered and what new styles and types of leadership developed as a result.

[Further information from ...](#)

## Linking up for success

Spender, B, 2006

3 page article - Curriculum Briefing

Barbara Spender describes the principles and key features of NLCs as identified in the research of colleagues and by the NLG's external evaluation. The article contains a brief outline of common NLC processes and two practical examples of NLC work.

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## Partners in learning: engaging students

McGregor, J, 2006 (forthcoming)

Curriculum Management Update

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## Problematising the 'Local' within school improvement in England

Hadfield, M, 2006 (submitted)

School Effectiveness and School Improvement

A theoretical approach to how rapid changes in local governance, structures and leadership have influenced the nature of school improvement work in England. Professor Hadfield, formerly the NLG's Research Director, applies the metaphor of a 'social movement' to the structure of local school improvement efforts and looks at how the concept of system leadership is enacted by leaders acting as brokers within collaboratives.

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## Recognising student leadership: schools and networks as sites of opportunity

McGregor, J, 2006 (forthcoming)

Improving Schools

Jane McGregor draws on her experience of researching the impact of pupil/student voice within the NLG research team.

[Further information from ...](#)

## Working with children, working for children - a review of Networked Learning Communities

Worrall, N & Noden, C, 2006

Forum

The NLG authors worked with Charles Desforges to draw together all the research and impact data available concerning pupil outcomes in NLCs. They use case studies and examples that surfaced in the course of structured enquiry by the NLG's research team and identify specific examples of good practice made possible by network membership.

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## Can local authorities become key drivers in Networked Learning Communities?

Jackson, D, 2005

2 page article - Improvement, Association of Professionals in Education and Children's Trusts (Aspect)

Propositions about the role of local authorities as network brokers viewed in the context of what has happened in NLCs, taking Every Child Matters as a key policy framework.

[Further information from ...](#)

## Energising 14- to 19-year-olds the networked way

Carter, K, 2005

Secondary Snapshots: The Specialist Schools and Academies Trust Journal of Innovation in Education

Karen Carter talks to Jon Coles, Director of Qualifications and Young People, Department for Education and Skills and two network leaders in order to provide both policy and practice perspectives on the challenges of 14-19.

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## Leading from the inside out

Bagnall, C, Booth, L, Carter, K & Wilkinson, R, 2005

Primary Snapshots: The Specialist Schools and Academies Trust Journal of Innovation in Education

'Lead Innovators' in Stockport Primary Schools Success Through Learning NLC describe their work to inspire, develop, implement and share innovative practices across the network.

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## Network leadership as a balancing act: contrivance or emergence?

Kubiak, C & Bertram, J, 2005

4 page article - Forum

The authors, a Networked Learning Group researcher and an NLG practitioner research associate discuss novel forms of leadership and leadership processes in NLCs.

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## School transformation through community values: Imperial School, Mitchell's Plain, South Africa

Jackson, D, 2005

7 page article - Forum

This is a case study based on work in a large primary school in the Western Cape of South Africa. The school was one of three participating in the SEED project, a systemic restructuring programme with resonance for all school networks.

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## Working at community boundaries: a micro-analysis of the activist's role in participatory learning networks

Thorpe, M & Kubiak, C, 2005

15 page article - Studies in the Education of Adults

The authors examine the dynamic of group and individual participation within NLCs. They suggest that a focus on group activity tends to conceal the impact of individual agency in establishing communities of practice and note that successful activists tend to make use of existing power relationships, contacts and peers to make things happen.

[Further information from ...](#)

## Learning through networks: trust, partnerships and the power of action research

Day, C & Hadfield, M, 2004

12 page article - Educational Action Research

This paper describes the work of the Primary Schools Learning Network which was formed through negotiated partnerships between a group of self-selecting schools, the local education authority (district), and the Centre for Research on Teacher and School Development at the University of Nottingham. Its aim was to give ownership for development back to teachers through collaborative action research with a view to improving schools and raising pupil attainment.

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## Networked Learning Communities and out of school hours learning: two portraits

Hill, K, 2004

2 page article - Forum

Kirsten Hill considers two NLCs which used a networked approach to setting up out of school hours learning initiatives, presenting a compelling picture of collaborative extended provision and its considerable impact on improving opportunities for pupil learning and professional dialogue within and between schools.

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## Nuts, bolts, levers and cranks

Holmes, D, 2004

8 page article - Improving Schools

The co-leader of Hartlepool NLC describes the experience of developing network-wide teacher enquiry within an NLC. He refers to the design and management of enquiry, the challenges faced by individual teachers and the solutions they found. He concludes that this type of activity both energises teachers and has the potential to deliver school improvement.

[Further information from ...](#)

## Networked for learning

Spender, B, 2003

2 page article - Curriculum Management Update

This article, written as the NLC programme moved into full operation, sets the scene for learning networks. It provides a brief description of the origins of the NLC idea and of the programme's principles and core structures. The article refers to the challenges and opportunities produced by these new collaborative partnerships.

[Further information from ...](#)

## Networked learning: from competition to collaboration

Spender, B, 2003

2 page article - Forum

The author outlines three distinctive features of the NLC programme – a commitment to distributed leadership, the focus on research and the importance of practitioner voice. These are described in the context of an aspiration to change the hierarchical culture in schools and reinvigorate the teaching profession.

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## Building schools' capacity as learning communities

Jackson, D, 2002

8 page article - Professional Development Today

In an article based on his keynote speech at the 2002 Professional Development Today Annual Conference, David Jackson discusses the need to change the nature of professional learning experiences and describes how this might be achieved via Networked Learning Communities.

[Further information from ...](#)

## Leadership in urban and challenging contexts: investigating EAZ policy in practice

Carter, K, 2002

18 page article - School Leadership and Management

This article examines Education Action Zone (EAZ) policy as a basis for the development of an analytic framework for investigating contemporary forms of leadership and management within schools in urban and challenging contexts.

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## Leadership in urban and challenging contexts: perspectives from the National College for School Leadership

Carter, K & Jackson, D, 2002

6 page article - School Leadership and Management

The authors, both from the Networked Learning Group, introduce an edition of the journal dedicated to the issues faced by schools in complex and challenging or urban circumstances.

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## Books and book chapters

### The creation of knowledge networks: collaborative enquiry for school and system improvement

Jackson, D, 2006

17 pages, book chapter

This is an examination of networks as support structures for innovative schools. David Jackson points to the many unique features of the large-scale NLC innovation. He analyses the role of collaboration as something that is not an end in itself but facilitative of the sharing of good process and good practice. Willingness to adopt new patterns of leadership and enquiry- based activity are recognised as essential features of NLCs.

[Further information from ...](#)

**Comment:** Chapter number?

### From networking to school networks to 'networked' learning: the challenge for Networked Learning Communities (Chapter 10)

Hadfield, M, 2005

19 pages, book chapter

Mark Hadfield describes some essential features of the NLC programme and how they are helping schools to progress from informal or loose associations (networks) to a climate of productive networked learning. It concludes with a proposal that theory and experience garnered from 'traditional' sources are not enough; networked learning requires a broader understanding of social and political theory.

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### Harnessing action research: the power of networked learning (Chapter 4)

Day, C & Hadfield, M, 2005

19 pages, book chapter

The authors give an account of the work of the Primary Schools Learning Network (PSLN), an NLC based in Milton Keynes. They place the NLC initiative in a national, government-directed context of long-term and continuous education reform, focused on raising standards and attainment. Network participants were offered opportunities for self-direction and more democratic relationships based on the four pillars of enquiry, collaboration and partnership, emotional investment and trust that supports risk-taking.

[Further information from ...](#)

### Networked learning in the public sector: the case of NCSL (Chapter 10)

Jackson, D, 2005

15 pages, book chapter

David Jackson describes the context and rationale that led to the creation of the NLC programme. This chapter, written at the midpoint of the four-year programme, is one of several describing novel learning technologies and processes. It includes basic statistics about NLCs and an overview of some of the theory that influenced and informed their creation.

[Download ...](#)

### Building leadership capacity - simple, complex, paradoxical, necessary (Foreword)

Jackson, D, 2003

Foreword to: Building Leadership Capacity for School Improvement, Harris, A & Lambert, L, 2003, Maidenhead, Open University Press

[Draft version to download ...](#)



## Part Two

The coloured stripes represent the different types of research available:

- █ Externally commissioned research
- █ Programme research
- █ Conference papers
- █ Journal articles
- █ Books and book chapters

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Learning from each other	Learning with each other	Learning on behalf of each other
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