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Booklet 2

Network leadership in action:
**Networked Learning
Study-visits tools
and templates**

**Development tools and
templates designed to
support the study-visits
process.**



Networked Learning Study-visits tools and templates

This booklet provides some tools and templates that you can use to help plan and conduct Networked Learning Study-visits (NLSv).

The templates should be used in conjunction with Booklet 1 *Getting started with Networked Learning Study-visits*. They are designed to give you ideas and frameworks for use in planning, carrying out and reflecting upon the outcomes of your study-visit.

When you are planning your study-visit you will need to agree protocols with colleagues from the host school and with the study-visit team members. Part of this agreement will be about the tools and forms that you use. You can use the frameworks in this guide as a basis for these discussions, but your study-visit will be more successful if you adapt them to suit your context, your schools and your network colleagues.

Questions to ask before your study-visit (Steps 1 and 2)

There are some questions your network will need to consider before you begin your Networked Learning Study-visit. We have learnt that paying attention to these questions as part of the planning process will help in making your NLSv a successful and useful learning experience for all those involved.

How and when will you feed back the data collected to the colleagues who have been visited?

How will teachers be involved?

What is the role of students, and how can they effectively be involved?

What are the timing and resource implications? (before, during and after the study-visit)

How will teachers be notified?

How will you select the classrooms to visit?

What will be the focus for the enquiry?

In what CPD have teachers participated? What was the focus and what were the specific outcomes?

Who will participate and why?

Finding a focus and planning for your study-visit (Steps 1 and 3)

It is a good idea to derive the focus and principles for your Networked Learning Study-visit from your network pupil learning focus eg Thinking Skills, Assessment for Learning, Emotional Literacy, Philosophy for Children, Building Learning Power – you can then base your NLSv on the principles which underpin these approaches to teaching and learning.

What will you have to do to get headteachers and co-leaders on board and active?

**What is the focus for our study-visit?
What are the principles underpinning this focus?**

What is our pupil learning focus and what is the pedagogical approach within this?

Which aspect of this are we hoping to investigate within our Networked Learning Study-visit?

What CPD have our colleagues been part of that we would expect to help them with the pupil learning focus?

What are the changes we would expect to see in classrooms as a result of the CPD?
What will our work around the pupil learning focus actually look like?

What will we see...

on displays?

in classroom organisation?

in books and work?

in classroom management and behaviour?

What will we hear...

when we talk to children?

when we talk to teachers?

when we observe a whole class?

Capturing data during your study-visit (Step 4)

You will need to agree a way of capturing the data that each of the members of the study-visit team collects. Below is an example of a data capture sheet that one network used when investigating their pupil learning focus.

Pupil learning focus: developing independent learning through a 'critical skills' approach.

The displays support learning...

Discussions with students: What are you learning? How do you feel about this work? What are you good at?

Help is given to individual pupils...

Use of praise: what did you see and hear?

Discussion with teacher: how are pupils supported in becoming successful learners?

What questions did you hear?

Reflecting on your study-visit (Step 5)

You will need to provide study-visit participants with a way of reflecting on all their observations and a way of finding common threads, issues or questions. This is done as the study-visitors progress around the school and in their follow-up discussions. Someone in the study-visit team should take responsibility for making sure that the observations are evidence-based and for leading the final follow-up discussion.

We have learnt that networks find it useful to provide a framework for individuals to make sense of their observations before they begin the follow-up discussion. This framework was developed by one network. Each of the study-visitors took between five and ten minutes to reflect on the visit and to collate their observations before the final follow-up discussion.

Look through your observation sheets and review your notes

I have learnt...

Make a list of the evidence of teaching and learning you observed during the study-visit

Outline any questions you have for the headteacher or teachers of the host school?

Identify next steps

Feeding back to colleagues and looking forward (Steps 5 and 6)

It is very important that colleagues who have been visited have the opportunity to hear feedback as soon as possible after the study-visit.

Experience has shown that this is best done through a face-to-face meeting, although a thank you letter providing detailed feedback on all aspects of the study-visit provides a useful alternative, if a meeting is not possible for practical reasons.

When you agree the protocols for your study-visit you will also need to agree protocols for feeding back to colleagues. This is vital if the study-visit is to be seen as a real learning opportunity and not an external observation or monitoring exercise.

Your network will need to consider some or all of the following questions.

*What information will be fed back to colleagues?
When will it happen?
Where will it happen?
Will it be as individuals or as a whole group?*

*How will the observation evidence be shared with the headteacher?
How will the observation evidence be shared with colleagues?
What next steps will they suggest?*

How will our school and network colleagues access the data that has been generated?

*How will the focus for the next study-visit be decided and by whom?
How will we celebrate achievement?*

How will our network provide an overview of the next steps, including a description of further opportunities for learners?

*Who is responsible for planning the next study-visit?
What is our next learning opportunity?*

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Networked Learning Communities

learning from each other learning with each other learning on behalf of each other