

How do we know we are making a difference?

– a summary

Lizzie Maddison,
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	CASE STUDY A NE Thinking for Learning NLC	CASE STUDY B Hartlepool NLC	CASE STUDY C The Tower NLC	CASE STUDY D North of England NLC
Target group	<ul style="list-style-type: none"> key teachers who lead the learning 	<ul style="list-style-type: none"> key teachers who lead the learning 	<ul style="list-style-type: none"> key teachers who lead the learning 	<ul style="list-style-type: none"> leaders of learning middle leaders pupil leaders
Objectives	<ul style="list-style-type: none"> develop teachers' awareness of pedagogy develop pupils as deep learners focus the learning on thinking skills 	<ul style="list-style-type: none"> tackle barriers to learning implement a range of learning strategies determined by enquiry group 	<ul style="list-style-type: none"> develop collaborative group and pair work improve learning and motivation in classroom encourage students to become independent and active learners 	<ul style="list-style-type: none"> develop emotional intelligence in the network school transform learning through an introduction of a range of strategies to encourage pupils to become independent learners
Implementation plan	<ul style="list-style-type: none"> enquiry groups of three teachers established each school has a number of enquiry groups school learning co-ordinator appointed each enquiry group identified its own pupil learning focus a programme of coaching underpins the work of enquiry group 	<ul style="list-style-type: none"> enquiry groups established enquiry groups identified their own focus on removing barriers to learning set up using a gallery approach – staff found like- minded colleagues interested in same area staff meet termly to work with colleagues in other enquiry groups, sharing good practice and reflecting on their learning meeting report forum provides opportunities for shared learning 	<ul style="list-style-type: none"> two key teachers appointed from each school network launch used to identify concerns of staff involved in network headteachers used feedback to inform development plan of network headteachers appointed two key teachers from each partner school timeline set up key teachers audit learning strategies key teachers trial various learning approaches then work with partner schools 	<ul style="list-style-type: none"> lead learners or ast appointed in pilot schools lead learners or ast developed action research programme which was submitted to leadership team and was accepted focus for the learning varies, depending upon phase and individual schools

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Professional development	<ul style="list-style-type: none"> network training days sharing of good practice between partner schools ‘show and tell’ sessions specialist practitioner training 	<ul style="list-style-type: none"> enquiry day once a term specific training eg research skills good practice shared 	<ul style="list-style-type: none"> intensive training day to launch programme, working with two consultants from he each key teacher supported by 1 ½ days of consultancy opportunities to share good practice through steering group (see interim review) 	<ul style="list-style-type: none"> emotional intelligence training development of leadership skills research skills many learning leaders have been trained as coaches pupils trained as researchers and in facilitation
Interim review	<ul style="list-style-type: none"> steering group (meets half-termly) involves headteachers from each school, five co-leaders, school co-ordinators and one other person from each school co-leader meetings which take place before steering group meetings focus of steering group meetings very much on the learning 	<ul style="list-style-type: none"> steering group involves all headteachers and meets regularly steering group and enquiry group meet together termly meeting report form focus of steering group very much on shared learning 	<ul style="list-style-type: none"> steering group meets half-termly involves headteachers, co-leaders, administrator venue rotated around partner schools as well as steering group, the key teachers of the host school attend focus very much on learning co-leaders meet weekly 	<ul style="list-style-type: none"> steering group meets termly involves co-leaders, strand leaders and frequently lead learners co-leader meeting half-termly and communicate weekly by email network learning forum established to monitor, share and evaluate the new learning

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Measurement of impact and evaluation	<ul style="list-style-type: none"> • via network co-ordinators and steering group • enquiry group involves full coaching cycle including lesson observations and review • pupil logs and pupil responses evaluated • pupil feedback from specific projects 	<ul style="list-style-type: none"> • review at headteachers' conference • annual conference review • limited use of transforming learning • school self-review 	<ul style="list-style-type: none"> • digital record learning activities • co-leaders track generic learning strategies across the phases from year 5 to secondary • audit carried out at beginning of first year¹ • key teachers monitor effectiveness by comparing to audit position • teacher and pupil comments • tracking progress eg listening skills and general quality of work • degree of pupil interest and involvement monitored • evaluation day held at end of first year – booklet of outcomes published 	<ul style="list-style-type: none"> • baseline established to monitor progress • monitoring of set objectives • learning journeys within and across schools • lesson observation programmes • use of transforming learning • pupil questionnaires • attitudinal surveys (alis or yellis) • parental survey • students as researchers pilot

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Support	<ul style="list-style-type: none"> enquiry groups provide mutual support for each other school co-ordinator provides support for school enquiry groups network learning co-ordinator works proactively with enquiry group maintaining focus and providing challenge as well as support peer assessment built into second year of programme facilitation 	<ul style="list-style-type: none"> all staff in enquiry groups facilitated by headteacher from a different network school enquiry groups provide mutual support termly enquiry day also provides opportunities for facilitation and support extra resources available to support more proactive enquiry groups 	<ul style="list-style-type: none"> initial training day is residential – central for building the team peer support between key teachers for developing new strategies peer feedback from lesson observation programme time provided for reflection supported with resources and accreditation of work through local he 	<ul style="list-style-type: none"> all lead learners supported through facilitation programme learning forum provides peer support resources and time given to support lead learners

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Evidence	<ul style="list-style-type: none"> increased number of staff involved in enquiry groups large numbers of staff offering to lead workshops reflected in <i>language and</i> learning conversations of staff high quality in-house training 	<ul style="list-style-type: none"> main outcomes will come from interviews carried out at the end of programme when enquirers asked to reflect on their learning already evidence of beneficial effect of the enquiry group activities on teaching teachers have improved or modified practice the large number of staff involved as teacher enquirers (63) involvement in sharing good practice with other networks 	<ul style="list-style-type: none"> detailed digital record outcomes from tracking of generic learning strategies increased level of interest in second year – number of key teachers increased from 12 to 24 positive feedback from teachers and pupils booklet published containing detailed evaluation of work of key teachers in first year 	<ul style="list-style-type: none"> 48 leaders of learning trained success of learning forum to share learning positive outcomes from key learner programmes digital record of evidence positive pupil feedback student voice conference held high quality in-house training positive change in learning culture of schools feedback from external agencies eg epc

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Embedding and sustaining	<ul style="list-style-type: none"> • build capacity through enquiry groups • share good practice within schools • network learning co-ordinator is central to success of network • may need to continue after funding ends 	<ul style="list-style-type: none"> • build capacity through increased participation in enquiry groups • share good practice within schools • well-established relationships so that robust and dynamic learning will continue after funding ends 	<ul style="list-style-type: none"> • build capacity through increased number of key teachers • key teachers develop practice in own schools 	<ul style="list-style-type: none"> • build capacity through increased numbers of lead learners • key teachers develop practice in own schools
Dissemination	<ul style="list-style-type: none"> • shared learning at regional and national events • shared good practice with other networks 	<ul style="list-style-type: none"> • shared learning at regional, national and international events 	<ul style="list-style-type: none"> • photographic record • evaluation record • newsletters • celebration events • national conference 	<ul style="list-style-type: none"> • shared learning at regional and national events • online • shared good practice with other networks

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Summary

The case study networks exhibited a number of common features:

- clear objectives
- effective planning cycle
- well-organised and dedicated leaders at some level in the network who showed persistence and determination to get the work done
- some type of lead learner group eg research groups, enquiry groups, learning leaders
- shared understanding and ownership of programme by people involved
- good communication
- regular steering group meetings
- some type of support framework for staff and pupils involved
- significant focus on professional development
- high-quality specialist training
- effective process for regular sharing of good practice
- a flexible attitude and a willingness to modify or change elements of the original programme
- supportive headteacher and leadership teams
- a recognition of, and proactive approach to, the need to build capacity in order to ensure sustainability and dissemination of key elements of the programme
- opportunities for high-quality shared learning experiences when networks meet

‘The shared responsibility for transforming learning across the network school has had a synergistic effect. A culture of challenge and accountability has been created where the outcomes are much greater than the sum of the individual contributions.’