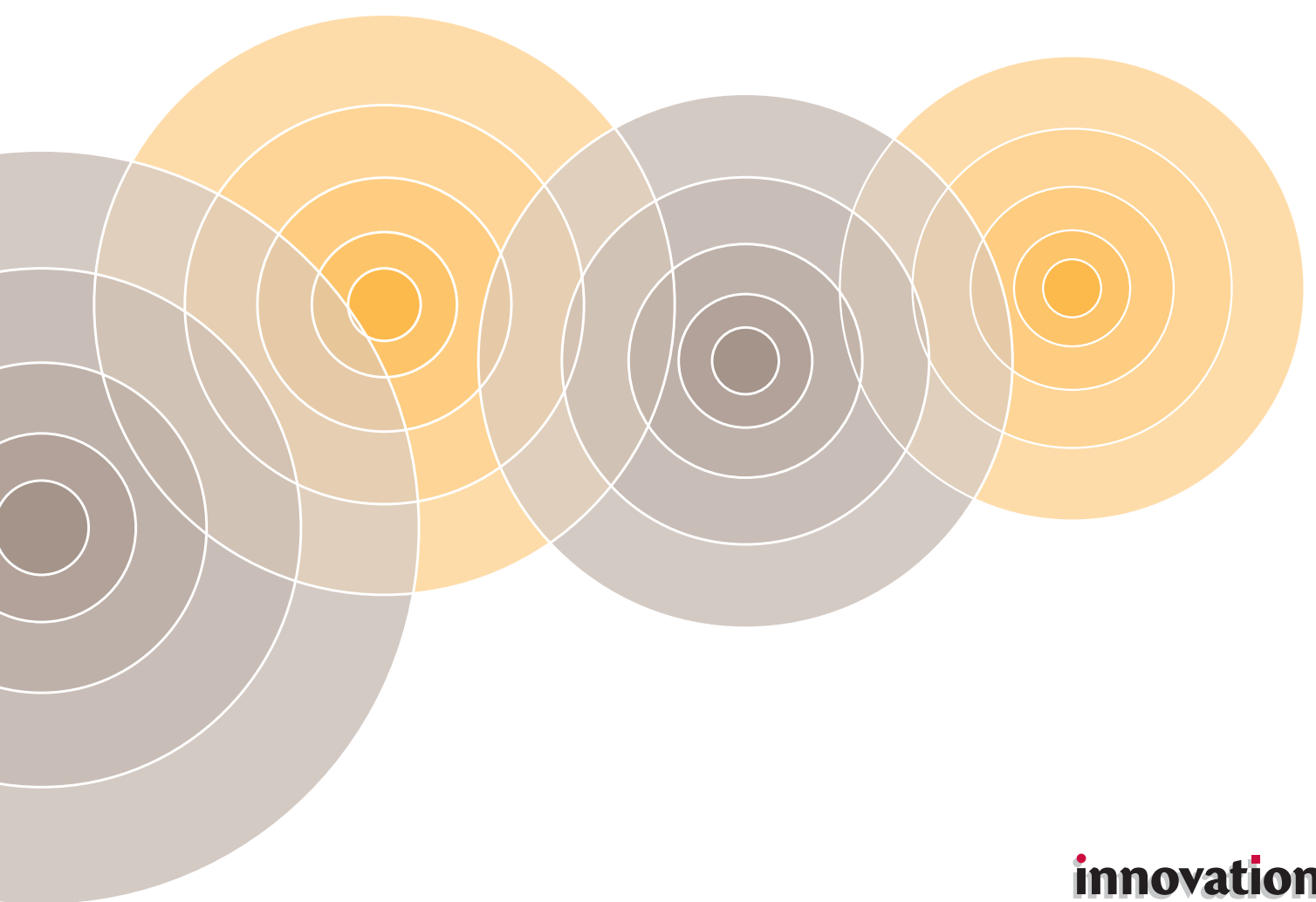


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What does the existing knowledge base tell us about the impact of networking and collaboration?



innovation



What does the existing knowledge base tell us about the impact of networking and collaboration?

Some key messages for policy-makers and network leaders from a preliminary review of research evidence.

Mark Hadfield, Michael Jopling, Christopher Noden, Duncan O'Leary and Alison Stott

Edited by Karen Carter and Tricia Sharpe

Introduction

The purpose of the review

Over the past few years, interest has grown in networks as a means of enabling effective practice to be developed, tested and disseminated across organisations through collective action. But if collaboration is to become integral to the wider system, we need robust evidence about how to optimise the impact of networking.

Networks seem to offer a promising means of integrating central educational strategies with practice. By the beginning of 2006, over half the schools in the UK were involved in centrally-funded network-based initiatives. These ranged from, the Leading Edge Partnership Programme, Primary National Strategy Learning Networks and Education Improvement Partnerships, to school-to-school programmes such as Excellence in Cities, Federations, and Specialist Schools and Academies. This continues to increase as other services are linked to education in line with the *Every Child Matters* agenda.

This review aims to help policy-makers and network leaders draw on current knowledge of what works in education-related networks. It was designed to provide a preliminary synthesis of the relevant literature and highlight key themes, issues and challenges. As such, it is the precursor to our systematic literature review of collaborative networks published in 2006.

The review focus and format

The review focus was networking and collaboration involving schools and multi-agency networks with an educational dimension. It covered almost 100 articles and reports, from a reading of around 200 documents. Articles were selected on the basis of the quality of evidence they contained in response to the following key questions:

- Do networks have an impact?
- How do networks achieve this impact?

As the literature on collaborative networks is an emerging area, we adopted an inclusive approach to the evidence and took the following definition of a network as our starting point:

A network means groups or systems of interconnected people and organisations (including schools) whose aims and purposes include the improvement of learning and aspects of well-being known to affect learning.

How to use this summary

Key themes

Data analysis identified six key themes around which this review summary is organised.

Key themes

- 1 securing children's achievement and well-being
- 2 improving professional practice
- 3 leading in and beyond the school
- 4 growing leaders of the future
- 5 involving parents, community and wider resources
- 6 effecting impact at a system level

Using this summary

Each page is dedicated to one key theme. You will find:

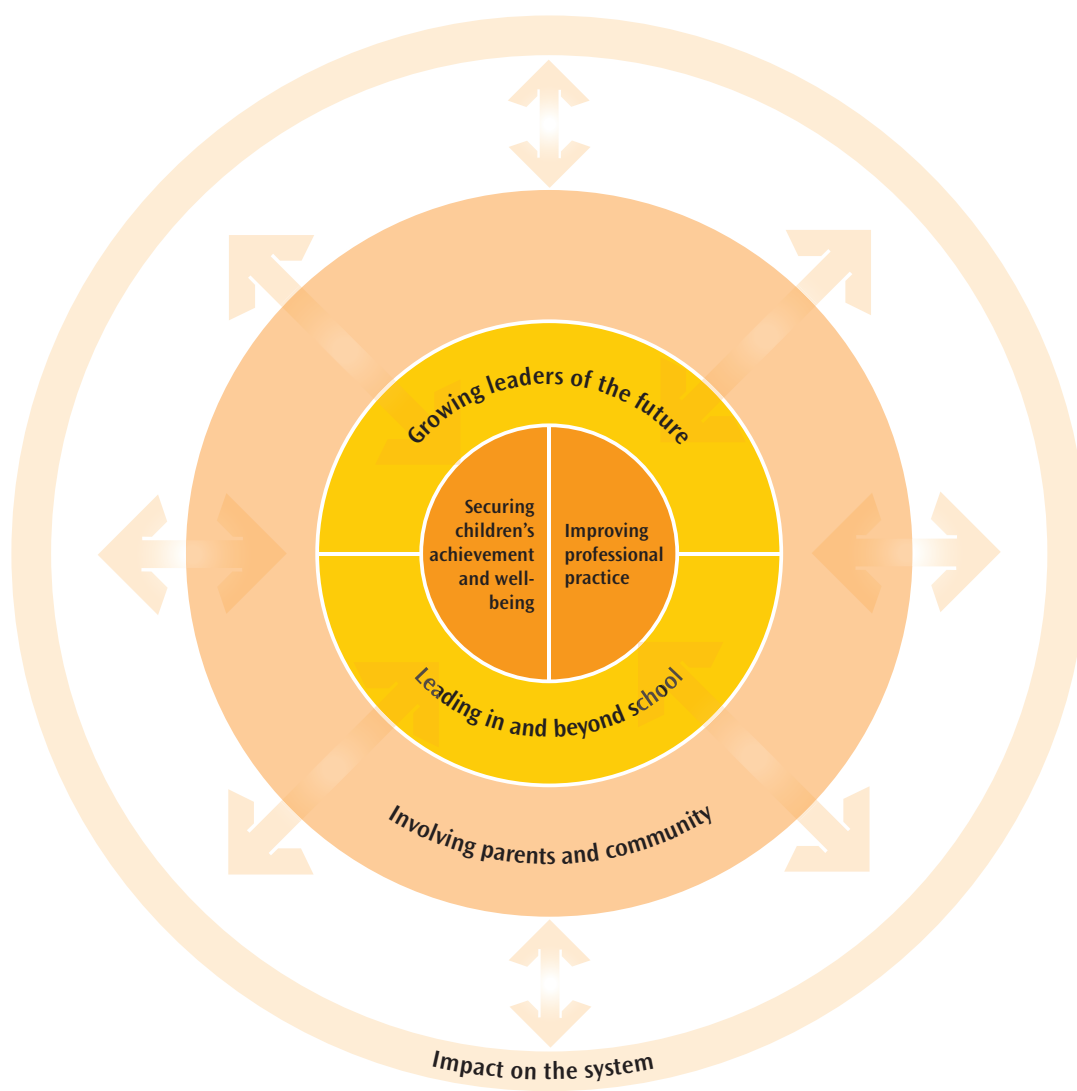
- a commentary on the range of impacts identified, derived from the findings of the literature review
- quotations drawn from the evidence base illustrating the points raised
- a summary box highlighting how these impacts were achieved

A full list of reference sources can be found at the end of the summary. They are coded into the four sets that formed the initial categorisation of the data:

- **Evaluations of network-based innovations in education in the UK (UK)**
Studies addressing the impact of such networked initiatives as Excellence in Cities (EIC), Education Action Zones (EAZ) and Beacon Schools.
- **International accounts/evaluations of networks (IN)**
These have traditionally been North American in origin, but, increasingly, research is emerging from Europe and elsewhere.
- **Participant accounts of network involvement (PA)**
These accounts offer the perspectives of key stakeholders, including individual teachers.
- **Multi-agency/community-based networking (MA)**
Studies range from national evaluations to local accounts and cover multi-agency work and partnerships involving schools in collaboration with statutory agencies and community-based organisations.

The complete data-sets of quotations upon which this summary draws, can be found at www.ncsl.org.uk/nlc by clicking on 'Network Research'.

What are the key themes?



The primary focus of any study of impact must be the effect of any intervention or development on **securing children's achievement and well-being**. Pupil progression is the *raison d'être* of all educational institutions and the fundamental driver of networking and collaboration. This is, therefore, at the heart of the model presented above. This study considers evidence of impact in relation to children's attainment, achievement and well-being.

Professional practice is shown in the model as being in a dynamic and symbiotic relationship with pupil development. To secure change in achievement, what teachers do in the classroom must also change. One is contingent on the other. This summary report examines impact in terms of sharing practice, enhancing knowledge and skills, changed attitudes and relationships.

Leadership directs, influences and supports this core. Impact is explored in relation to two themes: leading in and beyond school and growing leaders of the future.

Leading in and beyond school looks at the leader's role in establishing a vision, culture and practice broader than their own institution and the benefits this can bring. **Growing leaders of the future** shows the impact of networking on establishing new opportunities for staff who did not previously hold leadership roles and the way that collaboration can stretch existing leaders.

Some of the most powerful research reviewed focused on the impact of networking on **involving parents and community**. This theme summarises the two-way benefits that emerged.

Schools are permeable systems and, throughout the model, impacts are transmitted in both directions across the boundaries and beyond. Little effect so far on policy development was noted as a result of networking. But, a number of points were made about **impact at a system level** and the benefits that could accrue.

Key theme 1: Securing children's achievement and well-being

What is the impact of networking and collaboration?

The literature review noted impact on children's attainment, achievement and well-being across UK, North American and European studies.

Attainment

There was some evidence of whole-school improvement in children's attainment. In the UK this was most frequent in the primary sector.

However, the majority of successes were attributed to network-based interventions with specific groups of pupils, for example, boys, black pupils and those from populations of high poverty. Gains cited were in subjects as diverse as reading, writing, mathematics, drama, art and music. In the UK, EiC, EAZ and Extended School Pathfinder initiatives have been particularly powerful.

Reference from research

'In the aggregate, BASRC Leadership schools made greater gains than the comparison group over all four years that SAT-9 was administered. Moreover, BASRC schools serving large populations of high-poverty students consistently did better on this standardised assessment than did similar schools in the region.' (IN3)

Achievement

Improved attendance, behaviour and fewer exclusions were reported in a number of UK studies. This was attributed to more positive attitudes towards school and learning and increased aspirations. These improvements tended to be associated with disaffected and vulnerable students, but broader groups of pupils were also affected.

Reference from research

'Improved attendance was cited as an outcome of Extended Schools (MA14) as was a reduced risk of exclusion from school, also described as a result of New Community Schools in Scotland (MA11). Relationships between schools and pre-schools resulted in improved attainment as a result of liaison on individual pupils' development and needs (MA4).'

As a result of interventions, pupils showed greater autonomy and engagement with their own learning and were developing a range of new strategies.

Messages from practice

'One group of pupils said that working in partnership with other schools had helped them to learn because other pupils had different experiences, systems and ways of learning and, because they were the same age, were easier to talk to. As one pupil said, "you can give ideas to each other".' (UK13)

Well-being

A number of studies indicated improved confidence, self-esteem and enhanced emotional and social well-being, leading to better relationships with teachers and parents.

Messages from practice

'A more positive culture of learning in the school based on encouragement and motivation through the inclusion of extended activities. The provision of facilities that pupils could excel in, or even just enjoy, was deemed to have major implications for raising self-esteem and confidence which could impact on curriculum-related outcomes.' (MA14)

How has this impact been achieved?

Two strategies were most frequently suggested:

- **Focus on developing professional practice using internal and external agents** 'The level of academic achievement has risen as a result of learning new practices from the ASTs... (They) saw how others could do it differently, how they could motivate and challenge pupils' learning beyond their capabilities. We have seen great improvement in the number of pupils achieving Level 5 or above. It has risen from 32 per cent in 2001 to 48 per cent now (2002-2003).' (PA3)
- **Finding activities to involve parents and communities** Schools involved in: *'...a wide range of activities which had the potential to engage families and communities in learning, to enlist their support for the education of students, to motivate disaffected students and to develop employability skills that were not restricted simply to academic attainments.'* (MA8) (MA4)

• IN3 Center for Research on the Context of Teaching, CRC, 2002
• MA14 Wilkin, A, Kinder, K, White, R, Atkinson, M & Doherty, P, 2003
• MA11 Sammons, P, Power, S, Elliot, K, Robertson, P,

Campbell, C & Whitty, G, 2003
• MA4 Ball, M, 1998
• UK13 Morris, M, Rutt, S & Eggars, M, 2004
• PA3 Fielding, M et al, 2004
• MA8 Crowther, C, Dyson, A & Todd, L, 2004

Key theme 2: Improving professional practice

What is the impact of networking and collaboration?

There was evidence of the impact of networking on morale, motivation and practice of professionals involved in education.

Sharing professional practice

UK and North American studies reported improved classroom practices due to the ability to draw on local and national specialists and experts. In addition, teachers became more confident about sharing their own practice with their peers.

Reference from research

'Respondents believed that pupils had benefited from the changes to classroom practice, such as the introduction of different teaching and learning styles, which had been developed as a result of their schools' involvement with the NLC. These had included strategies designed to encourage pupils to work together and to facilitate each other's learning.' (UK15)

Enhanced skills and knowledge

Impacts noted were widespread gains in knowledge of practice and enquiry, and support in developing innovations and implementing them. This broadening of understanding and experience had increased capability in self-reflection. Professionals were more aware of other agencies and services and their approaches. Skills in working across professional boundaries were also improved.

Messages from practice

'Thanks to a better understanding of other educational systems - and the interesting features they may have - many teachers have become interested in issues related to evaluation and self-evaluation.' (IN5)

'In one initiative, for example, by working alongside teachers, speech and language therapists were able to pass on their skills to teachers, who were then able to apply them in their work with all children.' (MA3)

Changed attitudes

Evidence pointed to substantial impact on morale and sense of professionalism. Teachers had become re-engaged in their own learning and were more confident and enthusiastic.

Messages from practice

'The main reaction to the work of the research consortium was one of enthusiasm... With particular regard to... awakening interest of colleagues and the growth of staffroom discussion about pedagogical issues - a talk culture previously absent.' (PA8)

'The majority said that it had a major impact on their professional confidence. Several said that it had underlined to them the core values of teaching and learning.' (UK15)

Relationships

Networking and collaboration across organisations was identified as having beneficial effects on relationships, reducing isolation and leading to joint practice improvements.

Reference from research

'Many interviewees talked about the benefits of simply having the opportunity of meeting with professionals from different agencies. Face-to-face contact, getting to know individuals and being able to 'put a face to a name' were all felt to be beneficial... in some cases it was reported to have led to other 'spin-offs', such as incorporating new ideas into practice.' (MA3)

How has this impact been achieved?

One notable strategy was the facilitation of a different form and spirit of developmental activity:

'Teachers are learning by presenting their own practice, by listening to others, by reading and discussing research and literature together, by being in a group, by taking responsibility for the group's needs, and by taking risks together. In short, they are learning how to be members of a democratic community that values them, their knowledge and their continued growth.' (IN17)

'We found that these networks were attempting to shift the meaning of adult learning away from prescription towards challenging involvement and problem-solving... and inviting the participants to help shape the agenda in their own terms.' (IN14)

Key theme 3: Leading in and beyond the school

What is the impact of networking and collaboration?

Analysis revealed that the impact on leaders involved in networking and collaboration was to stretch their vision and operational approach. Attention was required not only on the core business within the school boundaries, but externally on the relationships with, and practice of, other educational establishments, agencies and communities.

Establishing broader vision and culture

Studies reported that networking and collaboration had served to encourage leadership that generated purpose, culture and values that were outward-looking and reflected the purposes of partners.

Messages from practice

'What the project has done has given us a broader vision to develop the school as a community school, and not serving just my old parents, but parents from a broader community – the grandparents and parents from other schools as well will be able to utilise these facilities.' (MA12)

'BASRC's Phase One experience shows that it is possible to change school culture in significant ways but that changed norms and practices may be fragile.' (IN3)

Benefits

A number of benefits resulted from transition to a style of leadership that takes responsibility for shaping and supporting collaboration, including:

- Improved access to additional resources.
- Shared curriculum innovation and development of enquiry-based approaches (IN9) (IN19) (IN23).
- Increased community involvement – see theme 5.
- Positive impact on staff:
 - the opportunity to share CPD, not just with other school colleagues but with other agencies (UK7)
 - increased staff morale (PA1) (PA5) (PA17) (PA21) and the concomitant improvement in teacher retention (IN23)
 - changed attitudes – see theme 2
 - overcoming a sense of professional isolation (IN10) (IN1) (IN9) (IN22)

Reference from research

'Evidence suggests that once a partnership or close working relationship between a school and an agency, network or initiative has been established, and initial pieces of joint working have been accomplished, then additional benefits are likely to accrue in the future. Benefits and funding that may not be accessible to schools in their own right, can be gained through such joint working.' (MA12)

Messages from practice

'The biggest strength I see in the network is that there's a bond that would not have been there and the sharing that would not have been there. What has happened in Chicago of late is an increase in isolation, there is almost a sense of competition to survive. The network, I think, saved us from that and at the same time helped us get through some very difficult times.' (IN10)

How has this impact been achieved?

The studies indicated shifts in the following areas:

- **Strategic thinking about partnership working**
'There was evidence that the majority of Beacon schools were capacity building: in other words, they were often looking to the future, looking for ways of sustaining and embedding their work with partners.' (UK12)
- **Clearer purpose and direction** (UK18)
- **Congruence between network and school objectives** (UK18)
- **Commitment to work through early difficulties**
'Positive outcomes of the impact of collaborative CPD sometimes emerged only after periods of relative discomfort in trying out new approaches; things often got worse before they got better. Collaboration was important in sustaining change.' (UK7)
- **Change of approach to the leader's role**
'BASRC's theory of school change implied that principals' roles would move away from instructional leadership that rested on formal authority... to a practice that can be characterised as leadership of inquiry – asking questions, exploring data, and engaging faculty and the broader community in questions that moved their schools forward.' (IN3)

• MA12 Shaw, C with Harnett, R, Harker, R, Franklin, A & Olle, H, 2003
 • IN3 Center for Research on the Context of Teaching, CRC, 2002
 • IN9 Hopkins, D, 2000
 • IN19 Phillips, J, 2003
 • IN23 Toole, JC & Seashore Louis, K, 2002

• UK7 Cordingley, P, Bell, M, Rundell, B, Evans, D & Curtis, A, 2003
 • PA1 Clarke, P, 2002
 • PA5 Holmes, D, Bavington, T, Hadfield, M & Spender, B, 2004
 • PA17 Stoll, L (no date)
 • PA21 Zeichner, K, 2003

• IN10 Kahne, J, O'Brien, J, Brown, A & Quinn, T, 2001
 • IN1 Baber, SA (no date)
 • IN22 Sliwka, A, 2003
 • UK12 McMeeking, S, Davies, D & Rudd, P, 2002
 • UK18 Ofsted, 2001

Key theme 4: Growing leaders of the future

What is the impact of networking and collaboration?

Several studies reported the innovative development of new leadership opportunities as part of networking activities.

New opportunities

Although not often stated explicitly as an impact, there was evidence within the literature that forming multi-agency partnerships, particularly in the service of specific interventions including On Track, Children's Fund, Extended Schools, and Schools Plus often involved the appointment of a co-ordinator who acted as a 'hub' for multi-agency working. This individual co-ordination role was sometimes then supplemented by the development of broader leadership opportunities.

Messages from practice

'As On Track has expanded, internal co-ordination has become increasingly challenging, particularly for those operating with contracted-out models of delivery. As teams have expanded and increasingly moved toward delivering multiple interventions, maintaining co-ordination within On Track teams, and with linked agencies has mostly proved beyond the remit of a single individual.' (MA9)

Also noted was the fact that leadership can be distributed formally and informally across networks. In the UK this was found to be particularly the case in schools facing challenging circumstances (UK5).

Reference from research

'Although each of the networks we studied had a formal leader, there were numerous opportunities for members to take leadership roles. They could do this formally – as site co-ordinators, regional directors, partnership associates, and network co-ordinators, or informally – as teacher scholars, proposal writers, organizers, and experts in newly acquired knowledge.' (IN14)

Similar models of shared, team leadership have come out of the British Columbia school network (IN11) and the Annenberg network of schools (IN27).

The effect of this sharing has been to expand the capacity of the network to think and behave strategically.

Reference from research

'Several respondents said that the NLC had given them a leadership role for the first time. Some referred to individual examples where they felt that their experience within the NLC had taught them to think more strategically and to retain an idea of the big picture.' (UK15)

Challenging existing leaders

A network approach was also recommended as an effective way of supporting and developing high level leaders.

Messages from practice

'Several of the local authorities are using both established and new networks to support senior and middle managers in schools and to influence practice... These networks are valuable, not only because they promote good collaborative working, but also because they are an effective mechanism for sharing good practice and encouraging change.' (UK21)

'The combination of different sizes of school, different levels of experience with a newly-appointed head in his first headship...and a range of greater experience helps to make it a dynamic partnership.' (PA12)

'For the two secondary schools, WRaPP has been a welcome network particularly... providing high-level leadership development opportunities.' (PA20)

How has this impact been achieved?

Flexible use of funding was identified as key:

'During the pilot year, some of the schools used (Schools Plus) project funding to free-up some staff time, or create new posts which included a remit to develop or co-ordinate Schools Plus work within school, thus creating additional capacity during the lifetime of the pilot project.' (MA12)

• MA9 Noakes, L, Moreton, K, & Williamson, H, 2004
• IN14 Leiberman, A & Grolnick, M, 1996
• IN10 Kahne, J, O'Brien, J, Brown, A & Quinn, T, 2001

• IN27 Wolstetter, P, Malloy, C L, Chau, & Polhemus, J, 2003
• UK5 Chapman, C et al, 2004
• UK21 Ofsted, 2003
• PA12 North Cornwall Network, 2002

• PA20 Woolwich Reach and Plumstead Pathfinder Action Zones (WRaPP), 2004
• MA12 Shaw, C with Harnett, R, Harker, R, Franklin, A & Olle, H, 2003
• UK15 NFER, 2004

Key theme 5: Involving parents, community and wider resources

What is the impact of networking and collaboration?

A wide range of impacts were reported that could be viewed as encouraging, particularly in relation to *Every Child Matters* policy and structures development.

Benefits for children

A collaborative approach to meeting children's needs was seen as resulting in benefits to both services and their users and to increased coherence (MA10). These benefits might be directly related to schooling, such as extending choice (MA3) (UK19). Curricular developments were noted in mental health, personal social development, alternatives to exclusion, healthy eating and alternative curriculum for disenchanted young people (MA11). Evidence of the most effective approach pointed to early intervention (MA2).

Increasing parental involvement/engagement

There was evidence of changed attitudes, views of themselves and their children as learners, and impact on parents' own involvement in education and training (MA8).

Messages from practice

'Attendance at special events, such as Christmas concerts, had increased substantially over the last few years as had attendance at parents' evenings, and responses to letters and questionnaires sent to parents ... "Before the implementation of the Extended school approach, parents had been, at best, apathetic to involvement with the school". The numbers of parents willing to become involved as volunteers was also seen as a positive impact of the development of an extended approach, as opposed to the situation where one primary school headteacher reported "two years ago they were slugging us off".' (MA14)

Boosting of community spirit and school-in-community morale

Working with the community and agencies could 'consolidate the school's role identity and reputation, within the community to impact positively on team spirit and cohesion of staff, so raising morale' (MA14) (MA8) (MA4).

Crime reduction and increased respect for the law

Increased police presence and their involvement meant that children were more purposefully engaged, "less likely to be roaming the area unsupervised" and parents also felt more confident (MA2).

Reference from research

'In terms of benefits, interviewees commonly considered co-location to be a forerunner to integration: 'a starting point' and 'a step forward' rather than going for 'big bang integration' in the first instance... This model was reported to give people the chance to expose themselves to each other and to foster the slow process of integration: "they are more likely to talk to each other if they are under one roof".' (MA14)

How has this impact been achieved

Strategies included the following:

- **Sharing local knowledge on need**
'The commissioning process (in one example) was greatly enhanced by the area co-ordinators who set up area network meetings and focused on knowledge sharing. These meetings encouraged a needs-led rather than service-led approach to collaboration... Providers learnt about what each was offering and were also encouraged to look beyond the Children's Fund to other activities that might be accessed by children and young people.' (MA10)
- **Clarity and development of trust**
'Collaboration between practitioners to support the pathways of children and young people was based on explicitness about the particular contributions of each service... programme managers... put considerable energy into building the new relationships of trust between providers that are so necessary for the development of responsive and collaborative resilience-building among children and young people.' (MA10)
- **Using existing structures for new processes**
'Formal structures such as meetings for service providers set up and led by Children's Fund staff enabled service providers to meet, build mutual trust and develop new networks... Once these relationships had been initiated, practitioners were using and developing them to create responsive child-led packages of provision.' (MA10)

• MA10 NEEF Team, Birmingham University, 2004
• MA3 Atkinson, M, Wilkin, A, Stott, A, Doherty, P & Kinder, K, 2003
• UK 19 Ofsted, 2003

• MA11 Sammons, P, Power, S, Elliot, K, Robertson, P, Campbell, C & Whitty, G, 2003
• MA2 Atkinson, M, Kinder, K & Doherty, P, 2003,
• MA8 Cummings, C, Dyson, A & Todd, L, 2004

• MA14 Wilkin, A, Kinder, K, White, R, Atkinson, M & Doherty, P, 2003

Key theme 6: Effecting impact at system level

What is the impact of networking and collaboration?

An international study summed up the potential of networks for increasing the capacity for change.

Messages from policy and practice

'Networks provide a multi-agency vehicle for reform that has the potential to be more supportive, co-operative, less costly and less disruptive than much of the wide-scale structural change of the past.' (IN4)

To achieve optimal gains both the individual organisations and the system within which they nest, have to open themselves to engagement.

Reference from research

'Analysis of impact data (attendance and SATs) indicated those schools with the highest levels of involvement in the network were making the most significant gains (PA20). Similarly significant improvements were replicated in other areas (PA8).'

Benefits

A number of benefits at the system level were highlighted:

- Improved ability to manage change (UK21).
- Improved transition procedures between primary and secondary schools (MA4) (UK26).
- Improved utilisation of existing expertise in the locality (UK21) (also see themes 2 and 5).
- Enhanced pre-16 vocational educational opportunities (UK19).
- Support for schools in special measures (UK8).
- Improved local provision for targeted pupils (UK17) (UK19).
- Improved access to local facilities (UK17).
- Extension to other areas of work eg experience and relationships in one network helped to shortcut setting up another collaborative venture (MA10).

Messages from policy and practice

'Networks provide an opportunity for shared and dispersed leadership and responsibility, drawing on resources in the community beyond members of the education profession. In so doing they can provide a more cost effective, community-based reform strategy. Networks can be capacity building, in so far as they are able to produce new knowledge and mutual learnings that can then feed back and inform public policy.' (IN4)

How has this impact been achieved?

A number of conditions emerged as significant to increase the likelihood of positive impact of networking and collaboration:

- **Shared focus**
'Clusters are most effective when their purpose is stated and specific and ties in with school development plans.' (PA18)
- **Shared and explicit values**
'Teachers and administrators credited the external partnerships with providing an organising set of values and principles, together with specific resources for improvement, including: coaching in the development of school-wide change strategies and inquiry processes; professional development opportunities focused on reform leadership; assistance in the collection and interpretation of school-level data on student performance; and regional network meetings for school-based teams.' (IN18)
- **Appropriate appointments**
'The status of the co-ordinator or manager was significant and management experience vital.' (MA9)
- **Senior management buy-in**
'Headteachers were seen as playing vital roles in motivating, inspiring and supporting their staff to participate in, and commit to, the ideals of this approach, such as multi-agency working and the sharing of resources.' (MA14)
- **Involvement of service users**
'In Area F the Children and Family sub-group is made up of 50 per cent professionals and 50 per cent residents and is a consultation body for all children and family issues in the locality.' (MA9)

• IN4 Chapman, J D & Aspin, D N, 2002
• PA20 WraPP, 2004
• PA8 Manchester and Salford Schools Consortium (no date)
• UK21 Ofsted 2003
• MA4 Ball, M, 1998
• UK26 Rudd, P & White, K, 2003

• UK19 Ofsted, 2003
• UK8 DFES, 2001
• UK17 Ofsted, 2001
• MA10 NECF Team, Birmingham University, 2004
• PA18 Williams, J, 2004
• IN18 Little, J W, 2005

• MA9 Noakes, L, Moreton, K, & Williamson, H, 2004
• MA14 Wilkin, A, Kinder, K, White, R, Atkinson, M & Doherty, P, 2003
• PA2 Day, C & Hadfield M, 2004
• PA1 Clarke, P, 2002

Conclusions

It is perhaps not surprising that the explosion of interest in networked-based initiatives in education over recent years has led to a great deal of activity and interest in the potential of networking and collaboration, but much less substantiation so far, of their effects.

Issues of attribution and causality increase as the size of the unit of study grows (classroom, school, network etc). The implications of this review are that the evidence of impact is still very patchy across all four evidence sets in the review. We have found examples of improvements in pupil attainment, teacher motivation and leadership capacity in networks, but there has not yet been sufficient research to enable us to be more conclusive than we are in this report.

Our intention is for this review to function as a preliminary synthesis of the literature on networking and collaboration and to encourage further research to be undertaken on impact. In our own work, the first stage of this was the more comprehensive, systematic review of the literature around networks in education which we undertook in partnership with the Centre for the Use of Research and Evidence in Education and which was published in 2006 – for details please see www.ncsl.org.uk/nlc and click on 'Network Research'.

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**National College for
School Leadership**
Triumph Road
Nottingham NG8 1DH

T: 0870 001 1155
F: 0115 872 2501
E: nlc@ncsl.org.uk
W: www.ncsl.org.uk/nlc

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