# Adult learning and professional development What are Networks doing?

COHORT 1A

# September 2002-2006

#### North

#### **CHIP Consortium for Learning (CCL)**

We will be implementing a programme of small-scale action research projects, led by a teacher appointed as a research coordinator, who will be given half a day per week non-contact time.

## City of York Assessment for Learning Initiative

In our Network, coaching and in-class research will be key to adult learning and leadership learning approaches.

#### **Hartlepool NLC**

All our schools will use Transforming Learning and will establish coaching partnerships across the Network.

#### **Hexham Partnership of Schools**

Our Network will support an MEd module in Coaching for Teaching Thinking, to which lesson observation and evaluation will be integral and will involve staff working across phases.

#### lanus

Our emphasis will be on the development and extension of strategies which use coaching and reflection to ensure good practice.

#### **Kingsbridge NLC**

Five consultant headteachers will lead our Network and form a steering group. All headteachers will attend a meeting at least once per term.

# Knowsley Networked Learning Community (KNLC)

Our Network will use practical enquiry strategies (for example, classroom demonstrations, coaching and exploring the use of statistical data) to refocus CPD around pupil-centred development and learning.

## Maghull and District Cluster of Schools

Our Network will pilot the High Sights project, which focuses on developing shared understandings of individual, team and whole-school improvement.

#### Manchester School Improvement Network

We will have innovations coordinators working alongside colleagues to support and develop their practice and to share insights and knowledge gained through action learning sets.

#### **North East Bradford NLC**

Teachers will be involved in action research, specifically focusing on accelerated learning, thinking skills and leadership development.

#### The North East School Based Thinking for Learning Consortium

We will be using video in a structured coaching programme which will be accredited by the University of Newcastle.

# North of England Cluster of NLCs: Transforming Schools

We will be supporting staff to capitalise on the use of technology to add value to learning processes, for example, through e-tutoring.

#### North West Arts Colleges' Learning Network

Each of our schools is an arts organisation, building relationships with providers such as dance companies, theatres, orchestras and artists.

#### The Organic Learning Project

We will create a range of innovative approaches to the development of teacher and teacher assistant expertise. The newly trained staff will have positive effects on instigating change and improving teacher/pupil confidence in our Network.

#### Partnership Across Lancaster (PAL)

We will be developing new partnerships with parents through their involvement in enquiry.

# The Transforming Learning Networked Community

Our Network will be using Transforming Learning in the performance management process to provide an opportunity for teachers to manage their own training and development, supported by a team leader.

#### **West Derby NLC**

We will develop professional libraries containing books, CDs, posters and other resources which will promote the use of whole-brain learning techniques.

#### Winsford Education Partnership

We will create more opportunities for quality training for all members of the school communities within our Network.

#### **Midlands**

# Bedfordshire Schools Improvement Partnership (BSIP)

We will be developing online and resource-based opportunities for collaborative professional learning, for example, Transforming Learning.

# Boston Schools' Improvement Partnership

We will buy into educational psychologist and behaviour support services to develop teacher research into behaviour patterns linked to learning.

# Cambridgeshire Outreach Network for Education (CONE)

Staff will be invited and encouraged to secure secondments, teacher placements, role-swaps, classroom research and external study. They will be held accountable for ensuring that learning from these opportunities is fed back in to the Network.

#### Cambridge SUPER Network

We will continue to use DfES Best Practice Research Scholarships to develop data-driven practice and to examine the impact of new practice on student learning and achievement.

#### **Ellis Guilford Family NLC**

We aim to develop evidence-informed understanding through action research.

#### Nurturing Networks to Improve Learning

Our vision is to have a range of self-sustaining and critically reviewing Network professionals who contribute to a learning culture, both within and between schools.

#### **Rushden and Higham Ferrers NLC**

We will introduce a programme of practitioner enquiry, supported by Leicester University, to develop the use of research and evidence to inform improvement.

## Small Schools Managing Improvement Group (SSMIG)

We will develop clearly identified joint strategies for CPD, for example, shared training for classroom assistants across the Network

#### **South Birmingham NLC**

Our Network will introduce a programme of whole-staff training on thinking skills and accelerated learning techniques. This will include use of BPRS, MEd, secondments and sabbaticals.

#### The Walsall/Coventry Consortium

Our CPD will be structured around the IQEA model, with a school improvement group (cadre) providing an effective engine for staff development, and initiating and managing change.

#### South

#### **Consortium for School Improvement**

We will be inviting teacher and student researchers to investigate and evaluate classroom practice together.

#### Dorchester Area Schools Improvement Partnership (DASP)

Colleagues within our Network will work with tools and informed professionals to deal with issues of dislocation and disassociation from the mainstream curriculum

#### **EXCEL**

Our teachers will prepare learning activities and materials together. They will investigate their impact through peer observation and studying videos of their own and each other's practice.

#### From, At and Around

Students will work with learning mentors and community workers and, when they have gained confidence, with teachers and trainee teachers, to evaluate videoed lessons as a basis for feedback to teachers.

#### Networks Learning from Learning in Tunbridge Wells

We will establish multi-agency and inter-school working parties to focus on reducing barriers to learning.

#### **Opportunity Zone**

We will develop an internal capacity to address training and development needs that will meet the learning and leadership needs of all staff.

#### **Penwith Learning Community (PLC)**

We will be undertaking developmental research into social inclusion using experts from across all services.

# Southampton Learning for Leading Network

We will build on our use of enquirybased approaches – particularly in relation to DfES Best Practice Research Scholarships.

#### **South East Sussex Schools**

Networked schools will work with university research students on programmes relevant to our learning focus. We have been given access to their facilities for seminars, meetings, action-research sets and conferences

#### South West London NLC

Our Network will be undertaking action research, underpinned by seminars at Brunel University, to inform in-school curriculum development projects.

#### Think First – Connecting the Curriculum for Learning

We will involve teachers in coaching, mentoring and practitioner enquiry across all our schools. This will be focused on theories of learning and good practice/teaching.

#### WF7

We will be working with the Institute of Education to develop programmes, establish a Network research library and gain ICT access to research and debate.

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**How to Use Action Research in the Self-Renewing School Emily F Calhoun** 

Available now **Ouote ref. 022/AL/NLC** 

"Learning to inquire together, to generate knowledge and action simultaneously – that's action research." This book provides practical guidance for those seeking to conduct school-wide action research to improve pupil learning. The author reviews the who, what, why, when, where and how of planning and implementing action research in the self-renewing school.

Calhoun's primary purpose in writing the book is to help and encourage more schools to take part in school-wide action research. Although she outlines the principal goal of such research as being to enhance the education of students, the techniques and values set out also aim to help schools make better choices about how both adults and students use their time and energy.

This is excellent and very practical reading for members of Networks embarking on programmes of action research. The guidance it offers will prove invaluable to those undertaking such work, regardless of the specific focus of the activity. Importantly, it outlines how we can also use the methods of action research to study and improve what's happening to adults in our learning community.

Emily F Calhoun is Director of the Phoenix Alliance in St Simons Island, Georgia. She has facilitated school-based and district-wide renewal programmes and conducted extensive studies on the action research process.

Available now

Quote ref. 022/AL/NLC

T: 08707 870 370

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#### **Study Visit Enquiry Tool**

Available April 2003

Ouote ref.019/AL/NLC

"In Networked Learning Communities, schools and teachers will create and exchange knowledge continuously and systematically. By ensuring that adults learn, that schools learn, and that schools learn from one another, we can help all children to become powerful learners."

'Why Networked Learning Communities?'. 2002

Department-to-department or schoolto-school visits can be powerful learning episodes for both the visitor and the host. Within schools and across Networks, the use of the study visit provides opportunities for professionals to share what they know and to learn both from and on behalf of others

Various approaches and strategies exist to help optimise such opportunities for all concerned. In particular, this enquiry tool draws on the highly regarded work of the Institute for Learning in Pittsburgh to provide a practical model of enquiry which will help Networks and networked schools to structure study visits which:

- identify a learning focus that is relevant and achievable
- collect data relevant to that learning focus in a coherent and accessible way
- collect data useful to the host as well as the visitor

Pete Dudley, a member of the NLG facilitation team and Director for Lifelong Learning, Redbridge LEA and the NLG research team are working in partnership to develop this resource.

Available April 2003	
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### Beyond Monet – The Artful Science of Instructional Integration

Barrie Bennett and Carol Rolheiser

Available now **Quote ref. 005/AL/NLC** 

"Most teachers want to make a difference for students, but they often get too little time and support to work smart. So much comes at them so quickly, that just when they are emerging from what Michael Fullan labelled the 'inevitable implementation dip', the next new idea comes along...To respond to the ever increasing demands and complexity, teachers must be aware of and act on the science within the art of teaching – a challenging task."

The focus of this book is how knowledge of instruction can assist teachers in responding to the never-ending pressure to create meaningful and powerful learning environments for children. It offers a practical approach on how to integrate a variety of instructional skills and strategies based on knowledge of how students learn. It is the culmination of the authors' classroom, school and research experience and includes numerous sample lessons by teachers.

Barrie Bennett has taught at all school levels, and has worked with special needs students. He is currently an Associate Professor at the Ontario Institute for Studies in Education at the University of Toronto.

Carol Rolheiser has had extensive classroom experience and is currently the Associate Dean at the Ontario Institute for Studies in Education at the University of Toronto. Her most recent book is The Portfolio Organiser published by ASCD.

Both authors have worked nationally and internationally.

Available now	
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# **Leading from the Middle**NCSL programme for middle managers

Available now **Ouote ref. 008/AL/NLC** 

"The Leading from the Middle programme will provide leadership skills and support for emergent leaders, including subject heads and others who have a significant leadership role.'

This programme, offered by NCSL, will begin in late 2003 and will initially target those in middle level positions with curricular responsibility, including subject leaders in secondary schools, curriculum co-ordinators in primary schools and those with a similar role in special schools.

To make the programme as relevant and practical as possible, participating school teams will identify an issue in their school that impacts upon the development of the school, the curriculum subject and the individuals. The team will then conduct collaborative enquiry on this topic during the three terms of the programme. Whilst much of the work will be done in schools. Leading from the Middle will include two and a half days of face-to-face activity undertaken with other participating schools in the region and supported by a programme facilitator. There is also an online learning dimension.

There will be opportunities for members of Networked Learning Communities to put forward teams of middle managers for the programme.

For more information, or to register your interest, please contact us.

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