

COHORT 1A

September 2002-2006



School-to-school learning
What are Networks doing?

North

CHIP Consortium for Learning (CCL)

We will appoint a Network play specialist and speaking and listening mentors who will support school-to-school learning and development.

City of York Assessment for Learning Initiative

In our Network, joint training days, inter-school coaches and leading teachers will facilitate school-to-school learning.

Hartlepool NLC

Our Network will arrange 360° feedback conferences.

Hexham Partnership of Schools

We will be developing opportunities to lead and/or participate in cross-phase and inter-school exchanges. We also aim to create a partnership of governors.

Janus

Two of our schools are involved in the NCSL Leading Edge seminars for learning centred leadership. They will encourage and support the Network to enable them to take part in related developmental work.

Kingsbridge NLC

We will establish a Learning Excellence Centre to drive forward curriculum initiatives, provide outreach activities, set up key learning events and to co-ordinate learning support.

Knowsley Networked Learning Community (KNLC)

A system of designated lead learners will be introduced at all levels in the Network, including ASTs and professional learning coaches.

Maghull and District Cluster of Schools

Schools in our Network will agree a new working pattern in which half a day is timetabled for shared meetings and CPD. During this time, all pupils will have access to quality learning experiences staffed by personnel from outside the school.

Manchester School Improvement Network

We will enable teaching and non-teaching staff to observe and learn from each other and undertake joint staff INSET and training.

North East Bradford NLC

The ICT management systems in our primary schools will be fully supported by our secondary schools.

The North East School Based Thinking for Learning Consortium

Our newly appointed development teachers and school co-ordinators will work together to take forward our learning focus.

North of England Cluster of NLCs: Transforming Schools

Drawing on a shared international partnership with schools in Pretoria, the Network will learn together from their experiences of dealing with change, diversity and inclusion.

North West Arts Colleges' Learning Network

We are appointing a researcher and a knowledge officer to work across the Network.

The Organic Learning Project

We will undertake a cross-school audit of current strengths, expertise and abilities of staff in dealing with children with social, emotional and behavioural difficulties and create a database to facilitate school-to-school support and advice.

Partnership Across Lancaster (PAL)

We will appoint teaching assistants focused on raising achievement. They will work 15 hours per week in each school and will be supported by a raising achievement specialist.

The Transforming Learning Networked Community

Cross-school departmental groups facing similar issues will work collaboratively, over time, to devise and share solutions.

West Derby NLC

We will develop cross-phase INSET and an agreed timetable of in/out of school pupil enrichment opportunities.

Winsford Education Partnership

We will adopt a whole-town approach involving other agencies, through skill sharing and exchanges between primary and secondary staff across the Network.

Midlands

Bedfordshire Schools Improvement Partnership (BSIP)

We will be forming strands of enquiry organised around geographical clusters in order to maximise opportunities for collaboration.

Boston Schools' Improvement Partnership

We hope to utilise the expertise of our staff by hosting inter-school lesson demonstrations and team teaching.

Cambridgeshire Outreach Network for Education (CONE)

We will be negotiating role-swapping across the Network. For example, a head of department in an 11-16 school will manage a course in an 11-18 school for a designated period, with the aim of bringing ideas for fast-tracking students back to their own school.

Cambridge SUPER Network

One day per week of a senior lecturer's time will be funded by our university partner to co-ordinate the Network.

Ellis Guilford Family NLC

We will identify staff with specialist skills to help widen the Network's influence with members of staff within and across schools.

Nurturing Networks to Improve Learning

We have a commitment to self-evaluation through the OCEA Self-Evaluation Framework and we will be inviting a team of experts, including leadership teams from other networked schools, to assess schools against the standard.

Rushden and Higham Ferrers NLC

We will be delivering a modular MA programme in one school and a series of workshops in another.

South Birmingham NLC

We will implement a programme of national and international joint study visits, which will link to a sabbatical scheme.

Small Schools Managing Improvement Group (SSMIG)

Each of our schools will purchase the equivalent of 0.1 teachers on flexible contracts to support joint SEN developments across the Network.

The Walsall/Coventry Consortium

A Research and Development Group, chaired by the Network Co-ordinator, will monitor activity across all of our themes and will make sure our work is joined-up and that learning is optimised across the Network.

South

Consortium for School Improvement

Shared monitoring, tracking and assessment systems will be implemented across networked schools.

Dorchester Area Schools Improvement Partnership (DASP)

We have a DASP Protocol, which is signed by all Network headteachers and chairs of governors, which binds the schools and supports dialogue, problem-solving and learning.

EXCEL

We will use our website and video conferencing to develop international opportunities for networked schools.

From, At and Around

We have allocated funding for residential 'thrash-it-out' weekends, where much of our in-depth work will take place.

Networks Learning from Learning in Tunbridge Wells

We will be holding town-wide celebrations of learning in the form of shared open days. These events will promote learning activities to parents and local business.

Opportunity Zone

A learning team, comprising of two ASTs, an educational psychologist, a curriculum support teacher and two parents, will formulate and co-ordinate creative strategies in our schools.

Penwith Learning Community (PLC)

We will provide opportunities for ITT students, GTPs and NQTs to work across the Network to generate new expertise in a number of areas.

The Redbridge Learning Community

The Redbridge Centre for Professional Learning and Development will be redesigned and re-engineered to support our Networks and an enquiry-based approach.

Southampton Learning for Leading Network

We have made a commitment to exploit the potential of Beacon schools, ASTs and leading practitioners as key strategies for teacher development.

South East Sussex Schools

We believe that the role of the critical friend is innovative and important for leadership development and that it should be extended to each school in order to encourage school-to-school learning.

South West London NLC

We will encourage cross-school sharing opportunities, for example, model lessons, peer observation and evaluation.

Think First – Connecting the Curriculum for Learning

We will establish peer links for classroom-based developments and improvements in teaching and use AST outreach models.

WF7

We will hold a series of whole-Network forums to steer projects and commission practitioner enquiry.

6.0

COHORT 1A

September
2002-2006



School-to-school learning
What are Networks doing?

“Over the years of reform efforts, the bottom-up/top-down controversy for educational reform has been resolved; it has become clear that a strategy which blends the two approaches promises the best results. One widely shared reform principle is the necessarily collaborative nature of school reform work.”

The Promise of Partnership for Promoting Reform

Anna Ershler Richert, Pamela Stoddard
and Michael Kass

The Bay Area Schools Reform Collaborative's (BASRC) School-University Partnership (SUP) has sought to optimise learning at all levels through establishing collaborative partnerships across institutional boundaries. In this paper, the authors outline the theory behind their initiative, describe the partnerships in practice and finally, discuss the outcomes.

The Networked Learning Communities initiative has been informed by and is connected with BASRC, and we have a lot to learn from their work. If you are interested in gaining an international perspective on collaboration as a route to educational reform, this is excellent reading. The insights into partnership working with non-school partners are also invaluable.

Anna Ershler Richert is Professor of Education at Mills College in Oakland, California, where she co-directs the Teachers for Tomorrow's Schools Credential and MA programmes. Her current research occurs at the intersection of teacher learning and school reform.

Pamela Stoddard is Research and Evaluation Manager for BASRC, where she is engaged in research and evaluation in the areas of school/university partnerships, reform leadership, and district support for school change.

Michael Kass is director of the Teacher Quality Collaboratory of the 21st Century Education Initiative at Joint Venture: Silicon Valley Network. He is on loan from the Paolo Alto Unified School District, where he has served as an elementary school principal, kindergarten teacher, and high school teacher of theatre.

Available now

Quote ref. 003/SS/NLC

T: 08707 870 370

E: nlc@ncsl.org.uk

“One of the distinctive features of successful Networks is dedicated facilitation...In preparation for the Networked Learning Communities (NLC) Programme, NCSL has been conducting research amongst leaders of existing Networks in education to find out how they have interpreted this role. What has emerged is an understanding of the key issues facing Network leaders, some ideas about how the Programme might support them and an appreciation of the complexity and importance of their role in NLCs.”

What Does a Network Leader Do?
Julie Temperley

Available now
Quote ref. 004/SS/NLC

This short document, originally distributed at the 2002 NLC Launch Conference, is structured around a series of 'big issues' which, although they may not arise immediately after the launch of a Network, are likely to become relevant for Network Co-Leaders. The big issues include communication, knowledge and relationships. In addition to providing an analysis of these themes, the publication also poses reflective questions and offers possible starting points and examples of practice.

Based on the experiences of network leaders involved with other initiatives, this is essential reading for all Co-Leaders, no matter what their experience. Use it in the early stages of your Network's development to help frame your approach to Network leadership.

Julie Temperley, who undertook this research and compiled the publication, has worked to facilitate and promote teacher and student research in all phases of education, including schools and post-compulsory. She is currently the Co-Leader of the Learning Exchange with the Networked Learning Communities Programme. Julie can be contacted at julie.temperley@ncsl.org.uk.

Available now

Quote ref. 004/SS/NLC

T: 08707 870 370

E: nlc@ncsl.org.uk

“The kind of sharing that goes on in educational networks often has the effect of dignifying and giving shape to the process and content of educators’ experiences, the daily-ness of their work, which is often invisible to outsiders, yet binds insiders together.

“Networks are becoming very popular, in part, because they encourage and seem to support many of the key ideas that reformers say are needed to produce change and improvement in schools, teaching, and learning.”

Darling-Hammond and McLaughlin, 1995, McLaughlin and Talbert, 1993, Cochran-Smith and Lytle, 1993

Networks

Ann Lieberman

Available now

Quote ref. 006/SS/NLC

This paper looks at how the field of educational networks has developed by comparing a study carried out in the late 1970s (Allen Parker) with one almost 20 years later (Lieberman and Grolnick, 1996). It outlines some of the main characteristics of networks, both then and now, and encourages reflection upon, and implementation of, such features.

This is a short and extremely accessible article, which outlines ideas and values that are compatible and consistent with the Networked Learning Communities Programme. For NLCs embarking on truly collaborative work with new partners and schools, it provides a useful basis or rationale for working within networks and for analysing the key challenges involved.

Ann Lieberman is a senior scholar with the Carnegie Foundation for the Advancement of Teaching and a visiting professor at Stanford University. She can be reached at the Carnegie Foundation, 555 Middlefield Rd, Menlo Park, CA 94025, e-mail: annl1@leland.stanford.edu

Available now

Quote ref. 006/SS/NLC

T: 08707 870 370

E: nlc@ncsl.org.uk

“The aim of this exercise is to produce lots of discussion and to facilitate the sharing and agreeing of a common set of ideas about learning in your school in a short space of time.”

Diamond 9

Adapted by Matthew Horne

Available now
Quote ref. 012/SS/NLC

The Diamond 9 exercise is a workshop tool designed to help a group of participants collectively prioritise a long list of issues, items or questions. It is a really effective way of producing a short list of priorities or areas for collaborative development to which everyone involved has contributed. The exercise is also an excellent way of facilitating conversations between staff who may rarely discuss such issues with one another.

In this version of the exercise, the list of ideas to be prioritised is a set of questions developed by NCSL and Demos that arose from a literature review designed to help those establishing and running Networked Learning Communities. A version of this workshop was used at the launch of the NLC Programme in June 2002. Now that your Networks are underway, you may wish to undertake Diamond 9 in workshop sessions with more key members of your networked schools as you encourage shared ownership of key issues and priorities. Obviously, you can use the questions provided, or take some time to generate your own.

Available now

Quote ref. 012/SS/NLC

T: 08707 870 370

E: nlc@ncsl.org.uk

Matthew Horne is a researcher with Demos and is currently seconded part-time to the Networked Learning Group of NCSL. Matthew can be contacted at matthew@demos.co.uk