

COHORT 1A

September 2002-2006



School-wide learning
What are Networks doing?

North

CHIP Consortium for Learning (CCL)

We are committed to our focus on pedagogy in order to develop more effective learning and teaching policies to raise levels of pupil attainment and staff expertise and confidence. Our Network will establish a research and study group in each school whose outcomes will develop the practice of all staff in the school.

City of York Assessment for Learning Initiative

We will establish coaching teams to disseminate practice in key areas of assessment for learning.

Hartlepool NLC

All our headteachers will undertake the Hay McBer Leadership Survey (climate, characteristics and leadership styles) and will establish headteacher coaching partnerships.

Hexham Partnership of Schools

Our high school is establishing a pedagogy group. It will consist of staff at various levels and will have a remit to develop a school-wide approach to coaching and mentoring.

Janus

We will undertake a radical review of the use of in-service time to maximise the effectiveness of time set aside for staff development – including the sharing of expertise throughout the Network.

Kingsbridge NLC

We aim to enhance our understanding of the value of managerial leadership and organisational development processes and systems in order to support effective organisational change.

Knowsley Networked Learning Community (KNLC)

A school study group will be given whole-staff meeting time at least once a term to share developments.

Maghull and District Cluster of Schools

Subject leaders across the Network have begun regular curriculum focus meetings. Directed hours are coordinated to facilitate cross-school and cross-phase work.

Manchester School Improvement Network

Our schools will engage in the joint planning and delivery of high quality learning experiences applying Accelerated Learning principles, and enable all staff to observe and learn from one another.

North East Bradford NLC

Classroom assistants will play a significant role in developing Network activities and supporting our 'learning model'.

The North East School Based Thinking for Learning Consortium

Each school will identify a development teacher and a school coordinator who will work with the Network coordinator to distribute networking expertise.

North of England Cluster of NLCs: Transforming Schools

We will share and develop our skills in self evaluation and understanding of the architecture of our school structures. We will have a mix of different staff in a range of different situations.

North West Arts Colleges' Learning Network

The cluster in the south of the region will look at contemporary knowledge about organisational learning in practice in business and industry.

The Organic Learning Project

We will involve leaders of change at all levels, establish mini-action research groups to inform progress and direction and will hold regular consultation forums across the Network.

Partnership Across Lancaster (PAL)

We are appointing a research coordinator for half a day a week in each school to lead Network enquiry and INSET.

The Transforming Learning Networked Community

Based on outcomes of the Headteacher Effectiveness Research (Hay Group 1998-99) and data from LPSH, our headteachers will be encouraged to compare the impact of their leadership on school climate and subsequent effects on school outcomes.

West Derby NLC

Cross-phase subject coordinators will meet on a regular basis and will be provided with the opportunity to lead the process of primary/secondary curricular liaison.

Winsford Education Partnership

Headteachers will take part in Leading Learning workshops. These will include sharing practice, collective problem solving and working with other experts and practitioners.

Midlands

Bedfordshire Schools Improvement Partnership (BSIP)

Our Network is developing a cross-phase peer-coaching model for headteachers and deputies.

Boston Schools' Improvement Partnership

Each of our schools will be guaranteed a set number of supply days each year for the sole purpose of participating in networked learning.

Cambridgeshire Outreach Network for Education (CONE)

We will make performance management a vehicle for richer development opportunities. Staff will be given increased responsibility for the professional development of others and, through this responsibility, they will develop their own leadership skills.

Cambridge SUPER Network

We see the development of new methodologies as important. These will include the preparation and support of students as researchers and the use of data collected by students.

Ellis Guilford Family NLC

We will have a rotating learning focus which we hope will involve a broader range of teachers in action research groups.

Nurturing Networks to Improve Learning

We will use organisational development consultancy to audit current stakeholder perspectives and to facilitate school strategy and visioning events, providing the context in which to initiate effective school-wide learning.

Rushden and Higham Ferrers NLC

We aim to have a culture of confidence, commitment and determination which will have a great impact on teaching and learning. Emphasis will be on collaboration and self-evaluation and the promotion of 'learning schools'.

Small Schools Managing Improvement Group (SSMIG)

We will be holding joint headteacher meetings to look at the analysis of pupil data, target setting and LPSH feedback.

South Birmingham NLC

We will introduce a framework for peer mediation and peer review to create interdependence amongst the leaders within our Network.

The Walsall/Coventry Consortium

We will be using student feedback data for diagnostic purposes to plan learning strategies that take account of preferred learning styles.

South

Consortium for School Improvement

Our Network aims to encourage student research to inform curriculum developments and to have action research as an established activity in our performance management targets.

Dorchester Area Schools Improvement Partnership (DASP)

We intend to influence and enhance the learning across and within all schools in the Network. Each school will put in place a teacher with responsibility to ensure the learning foci of each key proposal is embedded and pursued.

EXCEL

Each headteacher will work within a paired headteachers' coaching and mentoring partnership. Reciprocal visiting will take place and each pair will be linked to the Co-Leader and critical friend.

From, At and Around

We will use lesson observation by teachers across subject barriers to highlight good practice in one department that may well be unknown to another. Innovative lessons will be timetabled in rooms with video or video conferencing facilities.

Networks Learning from Learning in Tunbridge Wells

We will be promoting the development of ASTs and ASTAs (Advanced Skills Teaching Assistants) to support the development of the Network.

Opportunity Zone

A statistician will be engaged to baseline measures in relation to interpersonal skills, collect and analyse data through attitudinal surveys and correlate links between the learning focus and school context data.

Penwith Learning Community (PLC)

We aim to extend the role of education to embrace the development of a learning society, rather than continuing to lever up results within the current framework.

The Redbridge Learning Community

We will increasingly use pupil learning and other pupil level attitudinal, dispositional and 'learner voice' experiential information to ensure that teaching is tailored to learning needs.

Southampton Learning for Leading Network

The schools within our Network will look closely at their approaches to continuing professional development and we will encourage non-headteacher school representatives to take on the managing of inter-school activity.

South East Sussex Schools

Our schools will be encouraged to engage with and make effective use of different kinds of evidence, participating both as experts and as learners in different activities focused on school improvement.

South West London NLC

New curriculum development opportunities will promote understanding of change processes across departments and schools and will generate leadership-rich environments.

Think First – Connecting the Curriculum for Learning

Our Network will establish focus groups, led by staff in each school, in response to key priorities for the Network, and a support network for headteachers.

WF7

All of our networked schools will have their own learning plans which link closely to the overall Network learning plan.

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What are Networks doing?

“When a school is regarded as the centre of change, strategies for change need to take this new perspective into account, focusing upon expanding the capacity (the internal organisational characteristics) of the school to take control of its own development (the ‘inside-out’ theory).

“A key component of any modern concept of capacity will involve socially and contextually distributed forms of leadership to support teaching and learning, which can also be further utilised through the dissemination of ‘good practice’ between schools.”

**Networked Learning Communities – Capacity Building,
Networking and Leadership for Learning**

David Hopkins and David Jackson

Available now
Quote ref. 002/SW/NLC

The concepts and theories covered within this paper draw upon a wide range of sources. Together, they provide both a theoretical background and the underpinning values for the Networked Learning Communities initiative. In particular, the paper explores, in an accessible way, the principles of capacity building, networking and distributed leadership.

Essential reading for Co-Leaders and headteachers of networked schools, this paper has the potential to be a valuable, shared-reading and talking piece for all Networks as they join the Programme. It is useful background reading and complements the other resources we are offering in this area. It would be an ideal starting point for a leadership learning group within a Network.

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Quote ref. 002/SW/NLC

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Professor David Hopkins, co-author of this paper, was previously Professor of Education at the University of Nottingham. David is now Director of the Standards and Effectiveness Unit at the Department for Education and Skills.

David Jackson is Director of the Networked Learning Group at NCSL and Co-Leader of the Networked Learning Communities initiative.

“The term ‘professional learning community’ is used to describe a school committed to achieving a culture of collective learning and creativity that is characterised by: shared values and vision; supportive and distributed leadership; collaborative professional norms; an enquiry orientation; and facilitative organisational conditions.”

Adapted from the work of the Southwest Educational Development Laboratory

Professional Learning Communities – A Think Piece

David Jackson and Rachel Tasker

Available now
Quote ref. 009/SW/NLC

This short paper is designed to stimulate thinking about professional learning communities. By drawing upon the work of the Southwest Educational Development Laboratory, a private, not-for-profit education research and development (R&D) corporation based in Texas, and upon work being carried out in this country by the DfES, GTC and NCSL, it attempts to explain what such communities look like and why schools and Networked Learning Communities might strive towards working in this way. It also highlights examples of successful practice within the education system.

Co-Leaders and members of Networked Learning Communities may find this paper of interest in framing ideas and discussion as they consider the development of schools within the Network as professional learning communities. The content and format of the paper is very accessible and will provide a context for more in-depth thinking and future action.

David Jackson is Director of the Networked Learning Group at NCSL and Co-Leader of the Networked Learning Communities initiative. He can be contacted at david.jackson@ncsl.org.uk

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“The terms ‘capacity’ or ‘capacity building’, increasingly widely used by theorists, are not yet part of the language of school development and improvement for many practitioners.”

Building Capacity – Developing Your School

Mark Hadfield, Christopher Chapman,
Ian Curryer and Penny Barnett

Available now
Quote ref.014/SW/NLC

This comprehensive, but accessible, booklet aims to bridge the gap between research and practice in the area of building capacity within schools. It is based on work with 50 notably successful school leaders and has been written and designed as a tool to help practitioners to reflect both on what they do and the theories, formal and informal, which underpin their work.

Available now

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The publication uses a variety of formats and is designed as a stimulus for new thinking and action.

It is arranged into three sections:

1) Capacity and Capacity Building – Metaphors and Models, 2) Practical Principles and Strategies to Build Capacity, and 3) Issues and Implications.

Either by working with the document as a whole or in sections, this resource could be used as a stimulus for learning and development with any group of school leaders within your Network. Its focus on the voice of the practitioner is a real strength and the innovative format provides an interesting contrast with Networked Learning Communities – Capacity Building, Networking and Leadership for Learning by Jackson and Hopkins. The two artefacts could be used together or in isolation.

This innovative research project was undertaken in 2002 and led by Mark Hadfield from the Centre of Research into Teacher and School Development, University of Nottingham, on behalf of the National College for School Leadership.

“Within our work, enquiry has two connected areas of focus: on the one hand, we know that we need to study classrooms (and this involves the study of both teaching and learning – the methodologies, student perceptions about learning, learning styles, teacher behaviours etc) and, on the other, we are enquiring into the way that the school is able to learn and adapt (looking at issues related to adult learning and organisational change).”

Participant headteacher, Networked Learning Communities

Study Lesson Enquiry Tool

Available April 2003
Quote ref. 015/SW/NLC

Lesson observation is a core professional development activity and will be familiar to you as part of performance management and other evaluative exercises. Less well-explored is the potential of observation for gathering data as part of an enquiry within a Networked Learning Community.

This tool will suggest models for observation that support both professional learning and the development and testing of new resources. It will also explore how providing opportunities to gather qualitative and quantitative data might inform and/or test development strategies.

Areas covered include:

- preparing and setting up the study lesson
- observation and data gathering activities
- plenary and feedback approaches
- planning further activities on the basis of outcomes

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.

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“The essential question for leadership teams is - where next on our school improvement journey? Answering this question depends on a clear understanding of where we are now, where we should be heading in the future and how we might get there. How we develop the capacity for the next stage of our journey?”

**Developing the Capacity for Further
School Improvement –**
A Programme for Leadership Teams

Quote ref. 020/SW/NLC

The design of this innovative year-long programme has been drawn from the ten school leadership propositions and the principles of learning in the *Leadership Development Framework* (National College for School Leadership, 2001). It includes the following components:

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- pre-programme activity, including a review of the current quality of team working and learning within the leadership team and an analysis to answer the question 'where are we now on the school improvement journey?'
- two-day residential workshop for the leadership team with inputs based on the 'capacity developing' process (see above), group work, space for individual reflection and extended time for individual leadership teams to engage in planning activities and answer the questions: 'where next on our school improvement journey?' and 'how might we get there?'
- two follow-up days with specific learning foci
- enquiry-based school improvement project, based on an area of capacity development
- use of individual learning logs

We are currently scoping interest in this programme, which has been delivered within a number of LEAs by NCSL. It would be possible for whole Networks to take part in a bespoke programme and to tailor the content and format to your specific needs. We plan to deliver the programme from January 2003. Costs will be dependant on numbers of participants and accommodation.