National College for School Leadership

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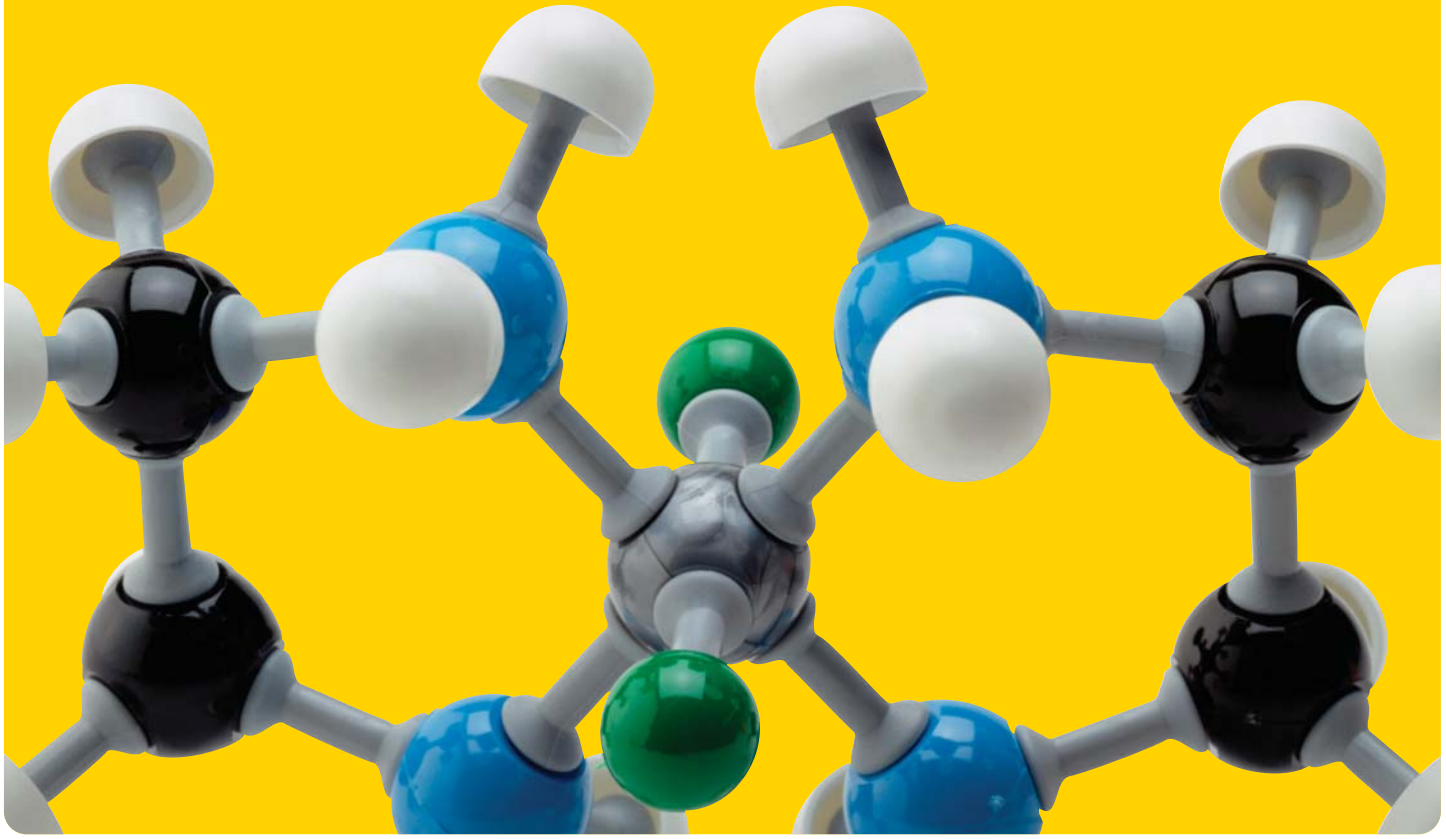
Networks, Partnerships, Collaboratives Annual Conference 2006
22 June – ICC Birmingham

Learning from practice

Programme guide

Over 70 learning conversations to choose from



Programme

- **08.30 Registration and market place open**
  Breakfast will be available during this time
  An ideal opportunity to view the network exhibitions
  Visit the market place to find the latest resources from NCSL and other partners
  Enjoy coffee and begin networking with colleagues and associates

- **10.00 Welcome**
  Official opening, innovative and not to be missed!

- **10.30 Learning conversations – Session 1**

- **11.45 Learning conversations – Session 2**

- **13.00 Lunch**
  Time to discuss the morning's learning
  A delicious buffet will be served during this hour

- **14.00 Learning conversations – Session 3**

- **15.00 Plenary**
  Input from one of Britain's most entertaining thinkers

- **16.00 Close**

Welcome to your 2006 guide for the networks, partnerships and collaboratives Annual Conference. This guide outlines the learning conversations taking place throughout the day, enabling you to effectively plan to meet your learning needs.

Contents

Section 1 'at a glance' *pages*

Session 1 10.30-11.30
As a map i
As a table ii

Session 2 11.45-12.45
As a map iii
As a table iv

Session 3 14.00-15.00
As a map v
As a table vi

Section 2 'in detail'

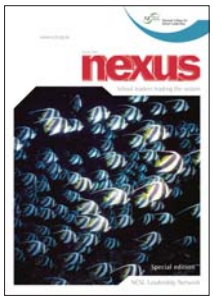
Learning conversation summaries by theme
Transition and sustainability 1-6
Keeping connected 7-12
Pupil voice and challenging situations 13-24
Enquiry and research 25-36
System leadership 37-42
Creativity and pupil learning 43-54
Community partnership 55-60
Balcony collections: Learning differently/Mathematics 61-72
Information briefings 73

Section 3 'lists'

Networks a
Contacts b-e
Create an enquiry f

This guide has been designed to help you search by session (section1) by theme (section 2) and by network (section 3).

Session 1 10.30–11.30



Creativity and pupil learning

Do different *(Cross-phase collaboration)*
Dipping into diversity 46

Write Club 7 *(Literacy and motivation)*
Improving writing… 54

Balcony collections: Learning differently

CHiLL *(Critical friendship and enquiry)*
Good questions: lights that illuminate and give meaning 62

SEAMS Partnership *(Headteacher learning)*
Can you teach the headteacher? 65

Enquiry and research

Leading into Learning NLC *(Leading collaborative enquiry)*
Leading enquiry in school networks 31

Primary Schools Learning Network *(Collaborative enquiry)*
Networked learning, what has it changed? 33

SUPER *(Sustaining enquiry)*
A schools university partnership for educational research… 35

Belgrave Learning Network Community *(Enquiry groups for CPD)*
Last year the 'Learning Cube' – this year the 'Rubric'! 25

Balcony collections: Mathematics

Yorkshire Triangle *(Collaborative enquiry)*
Enquiry that meets the target! 72

Teacher of the Future – Sandwell *(Use of technology in learning)*
Transforming learning through the use of new technologies 66

Pupil voice and challenging situations

Pendle Small Schools *(Creative MFL)*
Le Français avec l'e-ours 17

Winsford Education Partnership *(ECM)*
Every Child Matters – the children's view 23

Creativity and pupil learning

Wirral Literacy Learning Network *(Creative literacy)*
Excite to write 53

Da Vinci *(Literacy through arts and creativity)*
Creativity breeds success! 45

Community partnerships

Success@ Networked Learning Community *(Parental involvement)*
Families And Schools Together – FAST 60

Bransholme Networked Learning Community *(Inter-agency)*
Wot ya gonna do now, sir? 56

Transition and sustainability

Wakefield Catholic Partnership *(Collaborative CPD)*
From acorn to oak: nurturing and sustaining partnership 5

Next Practice *(Leading beyond the school, next practice)*
Beyond networks: new models of leadership… 4

System leadership

Southampton Learning for Leading *(Partnership with local authority)*
Partnership working 41

Collaborating in a Village Schools Network *(Small schools)*
It's teachers who make a network a learning network! 37

Keeping connected

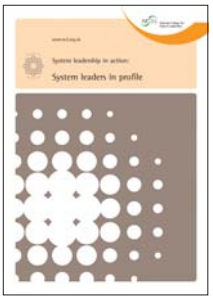
Leadership Learning in Sandwell *(Collaborative enquiry)*
Enquiry based learning: essential for network learning 8

Southend Excellence Cluster *(Engaging staff)*
How to organise a partnership conference 10

Pupil voice and challenging situations

University of Wolverhampton/NLG
(Schools in complex and challenging circumstances)
Collaboration in complex and challenging circumstances… 21

Bedfordshire Schools Improvement Partnership *(Learning partners)*
Students: the bane of your classroom or… 13



Session 1 10.30–11.30

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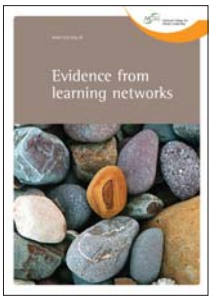
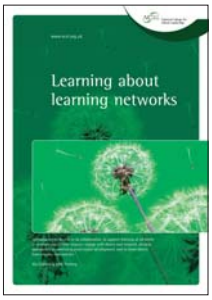
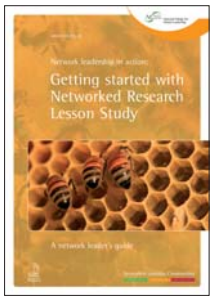
Transition and sustainability	
Next Practice	Leading beyond the school, next practice
Wakefield Catholic Partnership	Collaborative CPD
Keeping connected	
Leadership Learning in Sandwell	Collaborative enquiry
Southend Excellence Cluster	Engaging staff
Pupil voice and challenging situations	
Bedfordshire Schools Improvement Partnership	Learning partners
Pendle Small Schools	Creative MFL
University of Wolverhampton/NLG	Schools in complex and challenging circumstances
Winsford Education Partnership	ECM
Enquiry and research	
Belgrave Learning Network Community	Enquiry groups for CPD
Leading into Learning NLC	Leading collaborative enquiry
Primary Schools Learning Network	Collaborative enquiry
SUPER	Sustaining enquiry
System leadership	
Collaborating in a Village Schools Network	Small schools
Southampton Learning for Leading	Partnership with local authority
Creativity and pupil learning	
Da Vinci	Literacy through arts and creativity
Do Different	Cross phase collaboration
Wirral Literacy Learning Network	Creative literacy
Write Club 7	Literacy and motivation
Community partnership	
Bransholme Networked Learning Community	Inter-agency
Success@ Networked Learning Community	Parental involvement
Balcony collections: Learning differently/Mathematics	
CHiLL	Critical friendship and enquiry
SEAMS Partnership	Headteacher learning
Teacher of the Future – Sandwell	Use of technology in learning
Yorkshire Triangle	Collaborative enquiry

Title	LC#
Beyond networks: new models of leadership…	4
From acorn to oak: nurturing and sustaining partnership	5
Enquiry based learning: essential for network learning	8
How to organise a partnership conference	10
Students: the bane of your classroom or…	13
Le Français avec l'e-ours	17
Collaboration in complex and challenging circumstances…	21
Every Child Matters – the children's view	23
Last year the 'Learning Cube' - this year the 'Rubric'!	25
Leading enquiry in school networks	31
Networked learning, what has it changed?	33
A schools university partnership for educational research…	35
It's teachers who make a network a learning network!	37
Partnership working	41
Creativity Breeds Success!	45
Dipping into diversity: Does it make a difference?	46
Excite to write!	53
Improving writing with a little help from saints…	54
Wot ya gonna do now, sir?	56
Families And Schools Together – FAST	60
Good questions: lights that illuminate and give meaning	62
Can you teach the headteacher?	65
Transforming learning through the use of new technologies	66
Enquiry that meets the target!	72





Session 2 11.45–12.45



Creativity and pupil learning

HaTS (Halton Thinking Schools) *(Collaborative enquiry for learning)*
Thinking tools for thinking schools 47

Merging Minds Innovations and Excellence Cluster, Melbourne, Victoria, Australia *(Motivating disengaged pupils in Australia)*
Winning the war on middle years disengagement… 49

Balcony collections: Learning differently

Partner *(Network simulation)*
Networking for learning: a simulation… 64

Winsford Education Partnership *(Developing leadership)*
Encouraging geese to fly! 71

Enquiry and research

Gung Ho *(Self-evaluation)*
Using networking to really effect school improvement… 27

Knowsley Secondary Networked Learning Group *(Improving practice)*
Looking in, leading out: teachers and pupils… 30

External Evaluation Team *(External evaluation)*
Learning about Networked Learning Communities… 26

Hartlepool NLC *(Research Lesson Study)*
Research Lesson Study impacting in challenging schools 28

Balcony collections: Mathematics

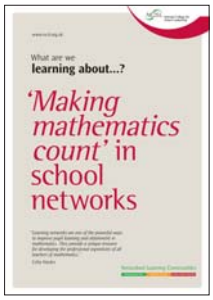
Trafford Primary Strategy Network (TRAPS) *(Problem solving maths)*
Finding all possibilities in maths 67

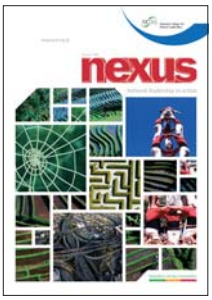
West Burton Primary Network *(Personalisation)*
Problem solving in mathematics 70

Pupil voice and challenging situations

Warwickshire Inclusion Network *(Student coaches)*
Student coaches 22

North Nottingham School Improvement Partnership Board (NNSIPB) *(Improving secondary schools in challenging circumstances)*
Tipping points' in secondary school improvements 16





Creativity and pupil learning

Organic Learning Project *(Emotional intelligence)*
Kiss the blues good-bye! 51

Bedfordshire Schools Improvement Partnership *(Collaborative CPD)*
Teaching, learning and collaboration 43

Community partnerships

Salford Excellence in Cities *(Sustaining EiC)*
Learning through collaboration 59

Neighbourhood Renewal Unit *(Neighbourhood renewal)*
Schools: Leading the community? 58

Transition and sustainability

Wigan WOWS Link to Learn *(Unfunded networks)*
Meeting the challenge of sustaining successful… 6

Ealing Transition Network *(Tackling transition across an authority)*
Explosion or arrow? Primary-secondary… 3

System leadership

Leading into Learning NLC *(Network leadership)*
Network leadership – the good, the bad and the ugly 39

Lancashire's Learning Networks *(Local authority support for networks)*
Effective networking between schools and other partners… 38

Keeping connected

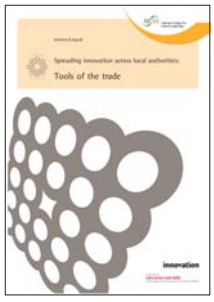
Polestar Education Consultancy *(Critical friends)*
Learning from listening – a process for… 9

Think First NLC *(Virtual Learning Environments)*
Getting into a good Moodle! Experiments in virtual learning. 12

Pupil voice and challenging situations

Sevenoaks (STAG) *(Learning walks)*
Pupil power! 18

Bolton Pastoral Network *(Spreading practice)*
Voice and participation rule ok! 14



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Transition and sustainability	
Ealing Transition Network	Tackling transition across an authority
Wigan WOWS Link to Learn	Unfunded networks
Keeping connected	
Polestar Education Consultancy	Critical friends
Think First NLC	Virtual learning environments
Pupil voice and challenging situations	
Bolton Pastoral Network	Spreading practice
North Nottingham School Improvement Partnership Board (NNSIPB)	Improving secondary schools in challenging circumstances
Sevenoaks (STAG)	Learning walks
Warwickshire Inclusion Network	Student coaches
Enquiry and research	
External Evaluation Team	External evaluation
Gung Ho	Self-evaluation
Hartlepool NLC	Research Lesson Study
Knowsley Secondary Networked Learning Group	Improving practice
System leadership	
Lancashire's Learning Networks	Local authority support for networks
Leading into Learning NLC	Network leadership
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Bedfordshire Schools Improvement Partnership	Collaborative CPD
HaTS (Halton Thinking Schools)	Collaborative enquiry for learning
Organic Learning Project	Emotional intelligence
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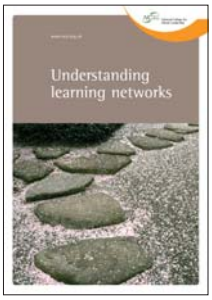
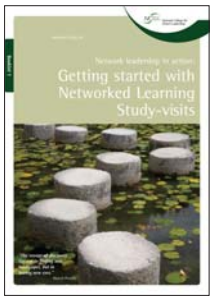
Community partnership	
Neighbourhood Renewal Unit	Neighbourhood renewal
Salford Excellence in Cities	Sustaining EiC
Balcony collections: Learning differently/Mathematics	
Partner	Network simulation
Winsford Education Partnership	Developing leadership
Trafford Primary Strategy Network (TRAPS)	Problem solving maths
West Burton Primary Network	Personalisation

Title	LC#
Explosion or arrow? Primary-secondary…	3
Meeting the challenge of sustaining successful…	6
Learning from listening – a process for…	9
Getting into a good Moodle! Experiments in virtual learning.	12
Voice and participation rule ok!	14
Tipping point in secondary school improvements	16
Pupil power!	18
Student coaches	22
Learning about Networked Learning Communities…	26
Using networking to really effect school improvement…	27
Research Lesson Study impacting in challenging schools	28
Looking in, leading out: teachers and pupils…	30
Effective networking between schools and other partners…	38
Network leadership – the good, the bad and the ugly	39
Teaching, learning and collaboration	43
Thinking tools for thinking schools	47
Kiss the blues good-bye!	51
Winning the war on Middle Years disengagement…	49
Schools: Leading the community?	58
Learning through collaboration	59
Networking for Learning: a simulation…	64
Encouraging geese to fly!	71
Finding all possibilities in maths	67
Problem solving in mathematics	70



Session 3 14.00–15.00



Creativity and pupil learning

Learning to Learn *(Learning to learn)*
Reflective learners learn best 48

Primary Modern Languages *(MFL at KS2)*
Starting modern foreign languages in primary schools 52

Balcony collections: Learning differently

The Beauchamp College *(Improving the learning environment)*
Two heads are better than one 68

Blackburn with Darwen Action Learning Network *(Learning walks)*
Walking towards the same goal… 61

Enquiry and research

NCSL *(Learning from NLCs)*
What does research tell us about networks? 32

SEAMS Partnership *(Collaborative enquiry)*
Asking questions – from practice to learning 34

Thame Partnership *(Self-evaluation)*
When CCF succeeds the SEF! Developing critical friendship… 36

Hartlepool NLC *(Sustaining enquiry)*
Teacher enquiry in Hartlepool: the journey and the barriers! 29

Balcony collections: Mathematics

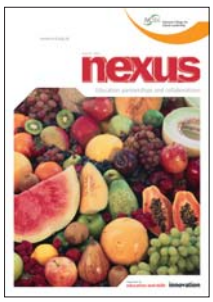
Westbourne Primary Learning Network *(The empty number line)*
The empty number line: things may… 69

Network G10 *(Problem solving)*
Solving the problem! 63

Pupil voice and challenging situations

Learning and Inclusion for Everyone (LIFE) *(SEN inclusion)*
Every Child Matters: give them ALL a voice. 15

Tyndale Tisbury *(International collaboration)*
International opportunities for networking 24



Creativity and pupil learning

North East Bradford NLC *(Creativity and CPD)*
Be creative – achieve 50

Creativity Action Research Awards *(Creative partnerships)*
Partners are for life, not just a Tuesday after break 44

Community partnerships

Family Learning Networks *(Parent partnerships)*
Family learning networks: empowering parents and pupils 57

Aspire *(International links)*
Aspiration, perspiration and innovation… 55

Transition and sustainability

Birmingham Education Authority *(Creative yr 7 curriculum)*
Does it have to be like this sir? 1

CHiLL, Organic and Winsford NLCs (co-hosting) *(Sustaining networks post NLG)*
The after-life 2

System leadership

WF7 *(Leadership potential)*
Leaders all around us 42

Next Practice *(Leading beyond the school, next practice)*
Leadership beyond the single institution… 40

Keeping connected

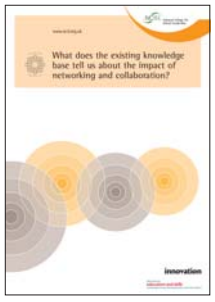
Fast Track Online Community *(Online learning)*
Is online learning different from learning online? 7

Tarleton, Ormskirk, Banks and Aughton (TOBA) *(Technology for teaching and learning)*
Sharing VLE, CMS, VC and WIKI for future learning 11

Pupil voice and challenging situations

Writing IT Together *(Literacy through ICT)*
Writing IT together 20

Tweedmouth Learning Community *(Pupil conference)*
Pupil voice: give them a conference 19



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Transition and sustainability	
Birmingham Education Authority	Creative yr 7 curriculum
CHiLL, Organic and Winsford NLCs (co-hosting)	Sustaining networks post NLG
Keeping connected	
Fast Track Online Community	Online learning
Tarleton, Ormskirk, Banks and Aughton (TOBA)	Technology for teaching and learning
Pupil voice and challenging situations	
Learning and Inclusion for Everyone (LIFE)	SEN inclusion
Tweedmouth Learning Community	Pupil conference
Tyndale Tisbury	International collaboration
Writing IT Together	Literacy through ICT
Enquiry and research	
Hartlepool NLC	Sustaining enquiry
NCSL	Learning from NLCs
SEAMS Partnership	Collaborative enquiry
Thame Partnership	Self-evaluation
System leadership	
Next Practice	Leading beyond the school, next practice
WF7	Leadership potential
Creativity and pupil learning	
Creativity Action Research Awards	Creative partnerships
Learning to Learn	Learning to learn
North East Bradford NLC	Creativity and CPD
Primary Modern Languages	MFL at KS2
Community partnership	
Aspire	International links
Family Learning Networks	Parent partnerships
Balcony collections: Learning differently/Mathematics	
Blackburn with Darwen Action Learning Network	Learning walks
Network G10	Problem solving
The Beauchamp College	Improving the learning environment
Westbourne Primary Learning Network	The empty number line

Title	LC#
Does it have to be like this sir?	1
The after-life	2
Is online learning different from learning online?	7
Sharing VLE, CMS, VC and WIKI for future l earning	11
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What does research tell us about networks?	32
Asking questions – from practice to learning	34
When CCF succeeds the SEF! Developing critical friendship…	36
Leadership beyond the single institution…	40
Leaders all around us	42
Partners are for life, not just a Tuesday after break	44
Reflective learners learn best	48
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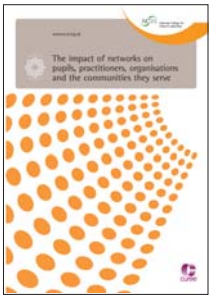
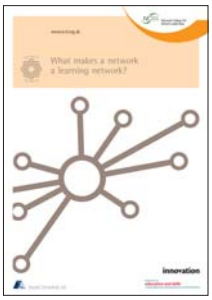
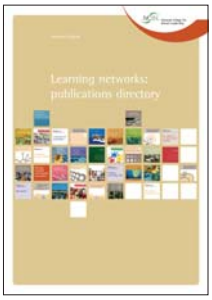
Aspiration, perspiration and innovation…	55
Family learning networks: empowering parents and pupils	57
Walking towards the same goal…	61
Solving the problem!	63
Two heads are better than one	68
The empty number line: things may…	69







Network name

Birmingham Education Authority

Title

Does it have to be like this sir?

At a glance

Creative yr 7 curriculum

Audience

Headteachers, inspectors HMI, local authority advisors, ASTs, teaching assistants/learning mentors

Key question

How might we restructure the year 7 curriculum to give our children a better start to their secondary education?

Key words

Collaborative enquiry, learning about pupil learning

Activity

The session will be led by two head teachers from very different schools. They will share their work in progress, the unexpected as well as the more predictable outcomes.

Context and background

We have been working with Creative Partnerships, testing alternative ways of teaching and organising the year 7 curriculum.

Gift

Participants will learn about a range of practical strategies to counter the current norm in secondary schools: '25 hours x 13 unconnected subjects x 13 different teachers'.

Notes/contacts

Network name

CHiLL, Organic and Winsford NLCs (co-hosting)

Title

The after-life

At a glance

Sustaining networks post NLG

Audience

Headteachers, network facilitators, co-ordinators, co-leaders

Key question

What are the future funding opportunities to sustain networks?

Key words

System leadership, self-evaluation, network structures

Activity

Leaders from three networks who have been involved with reshaping the future of their respective groups will host a question and answer session on options for sustainability.

Context and background

These three networks have allocated time to reshaping their groups, reviewing the vision and establishing funding solutions so that the networks will continue to support collaborative leading and learning in the future.

Gift

Ideas and possible models for sustaining networks in the future.

Notes/contacts

Network name

Ealing Transition Network

Title

Explosion or arrow? Primary-secondary transition in a London borough

At a glance

Tackling transition across an authority

Audience

Network facilitators, co-ordinators, co-leaders, local authority advisors

Key question

How can we develop the concept of a 'single learning community' as the key for primary-secondary transition across a whole local authority?

Key words

Collaborative enquiry, partnership working and community leadership, CPD

Activity

The project co-ordinator, a primary and a secondary transition manager will re-enact some of the exercises we used to break down barriers in Ealing. We will share some materials and some of our discoveries and subsequent actions. We will raise and take questions in an interactive session.

Gift

'Transition News' and hard copies or CDs of our publications and tools.

Context and background

We have built up cross-phase partnerships, relationships and activities across our authority by investing in 'transition managers'. They have received funding, INSET and an opportunity to develop more effective transition through a three year programme (now at the end of year two) funded by London Challenge.

Notes/contacts

Network name

Next Practice pilot project (Innovation unit)

Title

Beyond networks: new models of leadership beyond a single institution

At a glance

Leading beyond the school, next practice

Audience

Headteachers, leaders within networks, local authority personnel

Key question

What models of leadership and governance across localities will enable us to take practice to the next level?

Key words

Network leadership, system leadership, leadership, governance, partnership working and community leadership

Activity

Short presentation and active conversation.

Gift

A recently commissioned tool for exploring leadership and governance possibilities across boundaries.

Context and background

The DfES Innovation Unit sponsored NLCs and is now working with NCSL to trial radical models of leadership beyond organisational boundaries. Many new frontiers require a 'system' approach to leadership, including networks, federations, ECM, 14-19 provision and education other than school. What are these models and how do they differ for different purposes and contexts?

Notes/contacts

Network name

Wakefield Catholic Partnership

Title

From acorn to oak: nurturing and sustaining partnership

At a glance

Collaborative CPD

Audience

Headteachers, network facilitators, co-ordinators, co-leaders

Key question

How did our partnership evolve? What is our impact, how do we sustain and grow?

Key words

Network communications strategy, subject networks, network structures

Activity

Members of the partnership will hot-seat the key milestones of our journey. We will share how the seeds of partnership were sown, our current practice and developments and the fruits we have harvested. We will invite questions to support or challenge our thinking.

Gift

A 'commitment pebble' inscribed with words that are the key ideas underpinning our own partnership, to take to your own network.

Context and background

We are a group of nine catholic primary schools spread geographically but with shared values. We work in partnership, sharing and growing together. Our shared focuses are collaborative CPD, ethos into practice through creativity, transitional support, developing shared approaches to learning and teaching to raise standards.

Notes/contacts

Network name

Wigan WOWS Link to Learn

Title

Meeting the challenge of sustaining successful collaborative activity over time

At a glance

Unfunded networks

Audience

Network facilitators, co-ordinators, co-leaders, local authority advisors

Key question

How do learning networks sustain successful activity which makes a difference over time?

Key words

Self-evaluation, network structures

Activity

We will be inviting participants to engage with some of the material that we have helped NCSL to develop around the issue of sustainability.

Context and background

Cohort 2b Networked Learning Communities joined the programme in the Spring of 2004 without the NCSL funding provided to the other cohorts. Our network along with the other 2b networks met the challenge of no central funding from the outset and our collective learning from that experience has informed much of NCSL's work on 'What are we learning about sustaining a learning network'.

Notes/contacts

Network name
Fast Track Online Community

Title
Is online learning different from learning online?

At a glance
Online learning

Audience
Network facilitators, co-ordinators, co-leaders, E-learning facilitators, ASTs

Key question
Are there unique characteristics of online learning and how can they be developed?

Key words
Network communications strategy, system leadership, learning about pupil learning

Activity

A module writer and teachers who have worked through online learning modules will both report back on and explore further the potential of online learning.

Context and background

In our community, we are developing online learning for the first time. We are suggesting that collaborative learning, where you learn from your peers rather than from a tutor, is a pedagogic shift that is worth investigating.

Gift

We hope to provide a CD, featuring our first online learning module and demonstrating the model we have used.

Notes/contacts

Network name

Leadership Learning in Sandwell

Title

Enquiry based learning: essential for network learning

At a glance

Collaborative enquiry

Audience

Headteachers, network faciliatators, co-ordinators, co-leaders

Key question

How do we ensure adults are really learning from their network activity and their learning has impact on pupil achievement?

Key words

Collaborative enquiry

Activity

A participative group activity will follow a short presentation.

Context and background

Network enquiry groups have been established across our local authority.

Gift

A framework/toolkit for enquiry based learning.

Notes/contacts

Network name

Polestar Education Consultancy

Title

Learning from listening – a process for success in school collaboratives

At a glance

Critical friends

Audience

Network facilitators, co-ordinators, co-leaders, local authority advisors

Key question

How can we strengthen our collaborative work by engaging with an external 'voice'?

Key words

Network communications strategy, subject networks, network structures

Activity

School leaders and a professional consultant will host an interactive dialogue, identifying the conditions which enable a demanding but positive external voice to be accepted as part of a collaborative. You will be encouraged to consider how you might best structure your collaborative to engage with a critical friend.

Gift

Materials will be available for participants to enable them to continue the dialogue within their own network following the conference.

Context and background

The best networks are founded and secured on deep-level values and strong relationships. Many school collaboratives have of course established and maintained good relationships. However sometimes people are unwilling to place regard for network partners at risk and there can be a lack of robustness or challenge in professional dialogues.

Notes/contacts

Network name

Southend Excellence Cluster

Title

How to organise a partnership conference

At a glance

Engaging staff

Audience

Headteachers, network facilitators, co-ordinators, co-leaders

Key question

How do you raise awareness of the key values and aims of your partnership with all staff?

Key words

Network communications strategy, collaborative enquiry, partnership working and community leadership

Activity

We will host a question and answer session focusing on the way we organised our successful conference for 1600 delegates in Southend and its outcomes.

Context and background

We have a large partnership of 28 schools and, while some key staff and headteachers are engaged, it is difficult to engender a sense of community amongst all staff in all institutions.

Gift

Brochures and DVDs

Notes/contacts

Network name

Tarleton, Ormskirk, Banks and Aughton (TOBA)

Title

Sharing VLE, CMS, VC and WIKI for future learning

At a glance

Technology for teaching and learning

Audience

Network facilitators, co-ordinators, co-leaders, E-learning facilitators

Key question

How will sharing ICT opportunities impact on raising standards in teaching and learning?

Key words

Network communications strategy, pupil involvement, subject networks

Activity

ICT co-ordinators, researchers, co-leaders and children will host a discussion about how collaboration has benefited our developments in ICT. We will show examples of our work and provide opportunities to share in our future developments. The activity is intended to enable new partners to become involved in our ICT developments.

Context and background

We are developing a wide range of ICT learning opportunities, virtual learning environments, content management systems, video conferencing, and WIKI with and on behalf of adults and pupils to raise standards in both teaching and learning.

Gift

Our gift will be an information sheet that will encourage participants to work with us on future projects.

Notes/contacts

Network name

Think First NLC

Title

Getting into a good Moodle! Experiments in virtual learning.

At a glance

Virtual learning environments

Audience

Network facilitators, co-ordinators, co-leaders, learning facilitators

Key question

How can practitioners and pupils use virtual learning environments to share and improve teaching and learning and sustain networked learning?

Key words

Network communications strategy, pupil involvement, collaborative enquiry

Activity

Colleagues from our network will tell the story of our experimentation with virtual learning environments. They will then host a session on the enablers and barriers associated with using VLEs to support networked learning.

Context and background

Originally a geographically dispersed NLC, our schools are being drawn into more locality-based networks. We therefore identified a need to find mechanisms to sustain network activity and learning alongside face to face events. We also wanted to extend our pupil involvement, AfL and 'learning journey' developments using e-learning and VLEs.

Gift

We have developed a network guide to using virtual learning environments featuring some practical advice on setting up VLEs and on engaging network colleagues in their use.

Notes/contacts

Network name

Bedfordshire Schools Improvement Partnership

Title

Students: the bane of your classroom or the best CPD you will ever get?

At a glance

Learning partners

Audience

Headteachers, other

Key question

How do students engage in Students as Learning Partners in Bedfordshire?

Key words

Pupil involvement, CPD

Activity

This will be a highly interactive and thought provoking session, part of which will be led by students who have participated in Students as Learning Partners.

Context and background

We strive to involve students in all aspects of their education. Engagement in 'Students as Learning Partners' gives students a better understanding of and a greater input into teaching and learning. It helps them to express their views and to make more effective feedback to staff.

Gift

A greater understanding of how Students as Learning Partners works and how to go about embarking upon such a project, from recruitment and training through to observation and feedback.

Notes/contacts

Network name

Bolton Pastoral Network Voice and participation rule ok!

Title

Voice and participation rule ok!

At a glance

Spreading practice

Audience

Headteachers, network facilitators, co-ordinators, co-leaders

Key questions

How do you move a networked learning community to scale?

Key words

Pupil involvement, self-evaluation

Activity

Four members of the network will host an interactive presentation and a Q&A session based on the different ways that they have used pupil voice and participation. This will include conferences, forums, participation standards and SEFs. We will share our ideas and resources.

Context and background

We have established our network in Bolton but would like to develop the knots and threads in the borough and ensure that the network is on everyone's agenda in terms of funding and credibility.

Gift

Handouts and examples of our work, ideas for Ofsted: friendly approaches to voice and participation.

Notes/contacts

Network name

Learning and Inclusion for Everyone (LIFE)

Title

Every Child Matters: give them ALL a voice.

At a glance

SEN inclusion

Audience

Headteachers, teaching assistants/learning mentors

Key question

How do you ensure that you are listening effectively to the voice of ALL your pupils – including those with special educational needs?

Key words

Pupil involvement, collaborative enquiry

Activity

We will start with a 'selective hearing test'! We will then share our progress, giving a flavour of the range of strategies we have explored. We will use workshop activities to engage with participants. You will both learn from and contribute to the package of training and support materials under development.

Gift

Attendees will be invited to leave an address so that we can send you the final draft of the booklet on enhancing pupil voice for SEN pupils as soon as it is complete. You will also be able to take some sample materials away with you on the day.

Context and background

We have been researching strategies for facilitating pupil voice for all the pupils in our schools, which are for children with severe or profound learning difficulties and/or with autistic spectrum disorders. We are working to refine an outreach package for use with SEN pupils in mainstream schools.

Notes/contacts

Network name

North Nottingham School Improvement Partnership Board (NNSIPB)

Title

Tipping points' in secondary school improvements

At a glance

Improving secondary schools in challenging circumstances

Audience

Headteachers, network facilitators, co-ordinators, co-leaders, inspectors HMI, local authority advisors, HEI partners

Key question

What has been learnt from three years of partnership working in three schools in challenging circumstances?

Key words

Pupil involvement, system leadership, self-evaluation, other

Activity

A presentation of some case studies, approaches to evaluation and an opportunity for general discussion on secondary school improvement work built around the partnership's experience.

Context and background

There have been funded initiatives common to all schools as well as individual school-based developments. The work of the schools in contextualising the common initiatives and identifying their specific impacts has proved a learning process for all.

Gift

A case study booklet will be provided for all participants.

Notes/contacts

Network name

Pendle Small Schools

Title

Le Français avec l'e-ours

At a glance

Creative MFL

Audience

All

Key question

How can we develop another curriculum area?

Key words

Pupil involvement, CPD

Activity

Our research programme has developed our use of non teaching staff. A teaching assistant and a school secretary will demonstrate our innovative method of introducing a modern foreign language into the curriculum. Through this process we are also able to capture and develop another area of leadership in our schools.

Gift

We have compiled a teaching programme for French for the non-specialist, be it a teacher or teaching assistant. It is fun to deliver – and receive – with the added twist of a creative curriculum link.

Context and background

Through pupil collaboration we have developed a creative curriculum which has inspired and motivated adults and children to develop their learning capacity – so why not introduce another language?

Notes/contacts

Network name

Sevenoaks (STAG)

Title

Pupil power!

At a glance

Learning walks

Audience

Headteachers, teaching assistants/learning mentors

Key question

How far can we develop pupil voice?

Key words

Network communications strategy, pupil involvement

Activity

A head teacher, a teacher and our co-ordinator will host the learning conversation. They will share their personal experiences of the success of pupil voice through our council and learning walks. Through discussion and activity they will provide participants with the tools to set up their own pupil council and learning walks.

Context and background

We have established a STAG network pupil council. Through this council we have had the opportunity for pupils to have a voice. They have visited other schools through pupil learning walks and they have seen real changes as a result. Our pupils are motivated and have enjoyed developing their leadership skills.

Gift

Our pupils have redesigned our pupil learning walks booklet which they wish to share with you.

Notes/contacts

Network name

Tweedmouth Learning Community

Title

Pupil voice: give them a conference

At a glance

Pupil conference

Audience

Headteachers, network facilitators, co-ordinators, co-leaders

Key questions

What are the benefits of a cross network pupil voice conference?

Key words

Pupil involvement, network structures, learning about pupil learning

Activity

Learn about hosting a pupil voice conference – warts and all – in no-nonsense easy teacher speak!

Gift

A CD ROM detailing the rationale behind our pupil voice conference, how we organised it, pupils' responses and video clips of the actual event.

Context and background

We took the plunge with our first pupil voice conference involving all our schools and over 100 children in 2005. This year we held another conference, jointly facilitated by teachers and sixth form pupils, held at a local rugby club. We are hoping for even greater things next year and intend to keep this event going long after our funding runs out.

Notes/contacts

Network name

Writing IT Together

Title

Writing IT together

At a glance

Literacy through ICT

Audience

Lead learners, teaching assistants/learning mentors

Key questions

How can we involve pupils more deeply in our collaborative enquiries into ways of improving their writing quality?

Key words

Pupil involvement, collaborative enquiry, learning about pupil learning

Activity

Representative teachers from three of the collaborative projects will present their work so far and then host a Q&A session, identifying successful research methods and strategies. We hope participants will both challenge and contribute to our collaborative enquiry model to extend children's achievements in writing.

Context and background

Collaborative enquiry is our central vehicle for adult learning. We have agreed several focuses, all aimed at improving the quality of children's writing through creative use of ICT, for example a networked radio station. We have also developed strategies to involve the children themselves in researching the impact of our interventions.

Gift

We have compiled a brochure showing how we have developed our projects and identifying particularly useful approaches that have had impact on ourselves as teachers as well as on our pupils' levels of attainment.

Notes/contacts

Network name

University of Wolverhampton/NLG

Title

Collaboration in complex and challenging circumstances: what works? What's worth doing?

At a glance

Schools in complex and challenging circumstances

Audience

Practitioners, researchers, local authorities

Key question

What are the key barriers that schools in challenging circumstances need to overcome to collaborate effectively?

Key words

Collaborative enquiry, network communications strategy, partnership working and community leadership

Activity

Presentation of research evidence and a group discussion. The session will set out to explore the issues of what forms of collaboration are most beneficial to schools in complex and challenging circumstances and the areas that are best left to the school itself to address or with the support of the local authority.

Gift

Synopsis of recent research into collaboration.

Context and background

Until recently Ofsted advised schools in urban contexts to concentrate their efforts within school rather than linking to other initiatives. Several initiatives, including EAZs, EiCs and NLCs, have demonstrated benefits to collaboration though some scepticism remains as to whether collaborative approaches are appropriate for schools in challenging circumstances.

Notes/contacts

Network name

Warwickshire Inclusion Network

Title

Student coaches

At a glance

Student coaches

Audience

Lead learners, all

Key questions

How can students' leadership qualities be improved to help improve the learning of others through coaching?

Key words

Pupil involvement, CPD, learning about pupil learning

Activity

A teacher and some students will explain how they use coaching and the types of training which is given to deliver it. A description of what other schools in the network have done with coaching will also be given.

Context and background

All schools in the network have had high quality training in the mysteries of coaching from Mike Hughes. All schools have then developed different ways of delivering coaching as a way of raising achievement in their own schools.

Gift

A DVD that we have developed to support the training of students and to meet some of their challenges as coaches. You will also receive a list of other coaching activities from the other schools with contact details.

Notes/contacts

Network name

Winsford Education Partnership

Title

Every Child Matters – the children's view

At a glance

ECM

Audience

All

Key Question

How can we develop children's involvement and influence?

Key words

Partnership working and community leadership, pupil involvement

Activity

The conversation will be led by the deputy head teacher of Hebden Green community special school with four pupils from Winsford schools. They will explore how they have developed their work from wishes captured on raindrops!

Context and background

We are developing pupil involvement across all 17 schools in our town and are enabling pupils to engage with and begin to influence key decision makers on our county, borough and town councils.

Gift

We have prepared a report capturing the enquiry methods used and offering an analysis of the wishes of children in Winsford against the five headings from *Every Child Matters*.

Notes/contacts

Network name

Tyndale Tisbury

Title

International opportunities for networking

At a glance

International collaboration

Audience

E-learning facilitators, all

Key question

How can networks sustain themselves and move forward? What are the international opportunities for networking?

Key words

Collaborative enquiry, learning about pupil learning, other

Activity

We will give some brief information about partnerships established to date and then showcase some of the international opportunities that are available, providing information for the audience to take away about such partnerships.

Context and background

Our network comprises 11 schools from two authorities about 100 miles apart. After discussing sustainability, some of our schools decided to join with international partners in a range of projects. This provides an exciting opportunity for network members to collaborate at a new level whilst retaining some of our established partnerships.

Gift

Summaries of current projects within the network will be available along with information from the British Council and other international bodies which encourage collaboration at this level.

Notes/contacts

Network name

Belgrave Learning Network Community

Title

Last year the 'Learning Cube' – this year the 'Rubric'!

At a glance

Enquiry groups for CPD

Audience

Headteachers, lead learners

Key question

Focusing collaboratively on a common issue, what effect can a diverse group of nine schools have on adult learning and pupil achievement?

Key words

Collaborative enquiry, CPD

Activity

Five teachers from different schools will host a Q&A session to demonstrate how whole-network CPD resulted in the development and implementation of the 'Belgrave Rubric'. The session will highlight the power of the 'Rubric' as well as the challenges it posed.

Gift

Participants will be able to take a copy of the 'Rubric' and narrative outlining how it was developed, as well as new learning from the learning conversation itself.

Context and background

We have established collaborative enquiry groups as a vehicle for adult learning, following a network in-service day. We are building leadership capacity through a huge investment in our lead learners involved in this enquiry process.

Notes/contacts

Network name

External Evaluation Team

Title

Learning about Networked Learning Communities: findings from the NLC external evaluation

At a glance

External evaluation

Audience

All

Key question

What are the key findings from the Networked Learning Communities programme external evaluation? What are the key enablers of learning networks that make a difference for enhanced thinking, practice, and pupil achievement?

Key words

Other

Activity

The lead researchers from the external evaluation, Dr. Lorna Earl and Dr. Steven Katz, will present the key findings and implications that have emerged from the NLC external evaluation. There will be opportunities for questions and discussion.

Context and background

We report on the findings of the three-phase Aporia Consulting Ltd. external evaluation of the Networked Learning Communities programme and offer some key messages for network leaders and participants.

Gift

A compilation of highlights from the research.

Notes/contacts

Network name

Gung Ho

Title

Using networking to really effect school improvement and provide great evidence for your SEF!

At a glance

Self-evaluation

Audience

Headteachers, network facilitators, co-ordinators, co-leaders

Key question

How far can networks be effective in bringing about true self-evaluation and effecting real and lasting school improvement?

Key words

Self-evaluation

Activity

We will first explain the background to the project and identify the important 'before you start' issues! The model will then be shared and explained. A Q&A session will aid your understanding of the challenges and the benefits to using such a self-evaluation model.

Gift

An A4 sheet which clearly outlines the model and provides step by step instructions on how to use this model across any network.

Context and background

Our network has established a trust mechanism called partnered walks which really built relationships across the network. From this we have developed an easily replicable model of self-evaluation and school improvement by working across the network. This model is now being shown to head teachers in a number of local authorities.

Notes/contacts

Network name

Hartlepool NLC

Title

Research Lesson Study impacting in challenging schools

At a glance

Research Lesson Study

Audience

All

Key question

How can the capacity be found to use Research Lesson Study effectively for CPD?

Key words

Collaborative enquiry, CPD

Activity

Head teachers, PNSLN co-leaders and practitioners will share with you their learning and how demand has followed success. They will also share with you how the journey of the NLC enabled their programme to be more strategically focused. This will be a highly interactive session.

Context and background

Two schools from Hartlepool NLC led the development of a Primary National Strategy Learning Network, learning lessons from and building on the successes of the NLC. A key part of this has been the development of Research Lesson Study as a powerful vehicle for cross-school collaborative CPD.

Gift

The Research Lesson Study practitioners will distribute a short report on the impact of their work since September 2005. Top ten tips on how to use RLS for effective CPD.

Notes/contacts

Network name
Hartlepool NLC

Title
Teacher enquiry in Hartlepool: the journey and the barriers!

At a glance
Sustaining enquiry

Audience
Network facilitators, co-ordinators, co-leaders, all

Key question
How can teacher enquirers share their learning and learn from one another?

Key words
Network communications strategy, Collaborative enquiry, CPD

Activity

We will have a forum of head teachers and practitioners who will facilitate an Action Learning Set involving two reports from our enquiry groups. This will be a highly interactive session.

Context and background

We have established collaborative enquiry across 13 schools. Our teachers became empowered and this form of adult learning will be sustained in many of our schools beyond the life of our network.

Gift

Participants will be able to take away a ring-binder containing all the reports from our enquiry groups, including those who faltered along the way and why.

Notes/contacts

Network name

Knowsley Secondary Networked Learning Group

Title

Looking in, leading out: teachers and pupils in enquiry-based practice

At a glance

Improving practice

Audience

Lead learners, all

Key question

How far does enquiry-based practice improve teachers' professional learning, especially with regard to learner outcomes?

Key words

Collaborative enquiry, self-evaluation, learning about pupil learning

Activity

The learning conversation will involve three in-school lead learners and the LIG research officer discussing the relationship between their enquiry-based practice, personal and professional development and learner outcomes. We will invite audience participation by means of question cards.

Gift

Our school journals and SPARK (Secondary practitioners' action research for Knowsley) journals.

Context and background

Our work developing enquiry-based practice linked to school improvement and especially pupil feedback is moving forward. We are trying to integrate research and evaluation into all aspects of our work.

Notes/contacts

Network name

Leading into Learning NLC

Title

Leading enquiry in school networks

At a glance

Leading collaborative enquiry

Audience

Network facilitators, co-ordinators, co-leaders, lead learners

Key question

What are the challenges faced in establishing and leading enquiry in school networks? What does having a network dimension add to the enquiry?

Key words

Collaborative enquiry, network structures

Activity

In the learning conversation you will have an opportunity to hear about the emerging ideas about successfully leading enquiry in school networks. If you are new to this, you will have an opportunity to raise questions. If you have been doing this for a while, you will have an opportunity to offer your reflections.

Gift

Copies of a new publication, 'Leading enquiry in school networks'.

Context and background

Many Networked Learning Communities have been engaging with enquiry in their work. Lessons that have been learned within networks have been brought together with research in the field in a new publication in the Network Research Series.

Notes/contacts

Network name

NCSL

Title

What does research tell us about networks?

At a glance

Learning from NLCs

Audience

Network facilitators, co-ordinators, co-leaders, all

Key questions

What has NLG research found out about networks? How do these findings relate to your experience of networks? What are the implications for policy and the wider system?

Key words

Pupil involvement, network structures, other

Activity

Come and discuss our research findings. Explore how they relate to your own experience, and what the implications might be for others.

Gift

Research summaries of key findings.

Context and background

Throughout the development of the Networked Learning Communities programme, a team of researchers has tracked and examined practice as it has developed. As the programme comes to its conclusion, the team have produced five key research papers which we would like to discuss.

Notes/contacts

Network name

Primary Schools Learning Network (PSLN)

Title

Networked learning, what has it changed?

At a glance

Collaborative enquiry

Audience

All

Key question

How have practices changed during our lives as Networked Learning Communities?

Key words

Collaborative enquiry, CPD, learning about pupil learning

Activity

This learning conversation will look at how practices have evolved through learning from and about networked inquiry. We will consider three forms of learning, based upon Cochrane-Smith and Lytle (1999): learning in practice, learning for practice and learning about practice.

Gift

Attendees will be shown examples of networked inquiry reports and provided with details of how to access them via the internet.

Context and background

PSLN is a primary schools learning network established four years ago and currently comprises eight active schools. Each school identifies a group of inquirers (in some cases the whole staff) who then work together and with staff from other schools on developing areas of interest.

Notes/contacts

Network name

SEAMS Partnership

Title

Asking questions – from practice to learning

At a glance

Collaborative enquiry

Audience

Headteachers, network facilitators, coordinators, co-leaders, teaching assistants/learning mentors

Key question

Is enquiry a catalyst for change?

Key words

Pupil involvement, network structures learning about pupil learning

Activity

The cluster manager and three school coordinators (primary and secondary) will share their experiences of setting up school enquiry groups, learning to collaborate and acting as change-makers in their schools. The conversation will use protocols developed over the past three years. It will be a collaborative activity, allowing participants to share their own experiences.

Context and background

This cross-phase learning network (formerly an EAZ, now an Excellence Cluster) is in its third year. Members of the school enquiry groups have found being enquiry focused in a delivery focused context hugely liberating. The co-ordinators have also developed tools to support each other and to induct new schools.

Gift

Outcomes from the session will be collated, shaped and distributed by email to all participants.

Notes/contacts

Network name

SUPER

Title

A schools-university partnership for educational research: what have we discovered and where are we going next?

At a glance

Sustaining enquiry

Audience

HEI partners, all

Key question

What have we learned about working as a schools-university partnership for educational research?
Where is the partnership moving next?

Key words

Collaborative enquiry, network structures

Activity

Two teacher research co-ordinators will present what has been learned from our network about the structures, processes and challenges involved in engaging schools in research. They will also outline future plans. There will be plenty of opportunities for interactive participation.

Context and background

Having learned about research, as part of a networked learning community (written up in a soon to be published book), the network is embarking on a new joint project to learn more from research.

Gift

The wide range of experiences that our network has encountered will hopefully give you a greater understanding of how networks are created, sustained and developed.

Notes/contacts

Network name

Thame Partnership

Title

When CCF succeeds the SEF! Developing critical friendship as an evaluative tool for everyone in an NLC

At a glance

Self-evaluation

Audience

All

Key question

How do you create a reflective and forward-looking learning community?

Key words

Collaborative enquiry, self-evaluation

Activity

Representatives who have been involved in this initiative from across our NLC will host a question and answer session to demonstrate how this powerful tool can be used in a range of reflective contexts.

Context and background

We are developing our capacity to evaluate everything we do through training all staff within our schools and network in the skills of critical friendship. Our aim is to promote, enhance and consolidate achievement for all in a vibrant learning environment.

Gift

We will provide an informative document to outline the processes, key skills and potential outcomes that this initiative can achieve.

Notes/contacts

Network name

Collaborating in a Village Schools Network

Title

It's teachers who make a network a learning network!

At a glance

Small schools

Audience

Headteachers, network facilitators, co-ordinators, co-leaders

Key question

What is a model of effective collaboration in a small schools network?
How can teachers become empowered to lead a shared project?

Key words

Collaborative enquiry, network structures learning about pupil learning

Activity

We will present some of our effective and successful collaborations. Participants will be given tasks to help consider how collaboration might work in particular settings. We will also explore opportunities for teachers in different contexts to take a lead and responsibility for curriculum innovation.

Context and background

Our teachers work as a team in each other's schools, analysing learning and agreeing priorities and improvement targets. We have created a collegiate approach where key staff take responsibility for the network's direction and development.

Gift

Participants will be given model examples of ways in which colleagues can lead and work more closely and effectively in the wider school environment. We will also share the enthusiasm and inspiration gained by our collaborating teachers.

Notes/contacts

Network name

Lancashire's Learning Networks

Title

Effective networking between schools and other partners is not the end for local authorities – it's just the beginning!

At a glance

Local authority support for networks

Audience

Primary strategy managers, local authority advisors

Key question

How can local authorities promote and support effective networking now and into the future?

Key words

System leadership, partnership working and community leadership, other

Activity

Participants will be invited to take part in questions and discussion with three of Lancashire's network advisors about how Lancashire has supported its networks. This interactive session will also encourage participants to consider how their own local authority could further develop its work with networks and collaboratives.

Gift

A fact sheet of practical examples of Lancashire's work with and support for networks.

Details of further CPD that local authorities may wish to consider in order to develop the skills of officers in supporting the leadership of networks.

Context and background

Far from seeing networks as a threat, Lancashire (and many other local authorities) see networks as powerful means of delivering school improvement and improved outcomes for children and families. Paul has been the Networked Learning Adviser for Lancashire since January 2002, actively involved in promoting, supporting and brokering networks.

Notes/contacts

Network name
Leading into Learning NLC

Title
Network leadership – the good, the bad and the ugly

At a glance
Network leadership

Audience
Headteachers, network facilitators, co-ordinators, co-leaders

Key question
How does network leadership contrast with school leadership?
What are the rewards, frustrations and challenges in being a school network leader?

Key words
Network structures, other

Activity

We will present some of our effective and successful collaborations. Participants will be given tasks to help consider how collaboration might work in particular settings. We will also explore opportunities for teachers in different contexts to take a lead and responsibility for curriculum innovation.

Context and background

Des Callaghan and John Westwell have been co-leaders of the Leading into Learning NLC for three years. We have reflected on this new form of leadership and now feel we have some understanding of the role, which we would like to explore with others working in a similar role.

Gift

We have prepared a short pamphlet, 'The things we didn't know when we set out on network leadership', which captures the good, the bad and the ugly aspects of the role!

Notes/contacts

Network name

Next Practice pilot project (NCSL)

Title

Leadership beyond the single institution: where will it all end?

At a glance

Leading beyond the school, next practice

Audience

Headteachers, local authority advisors, leaders within networks

Key questions

What are the implications for leadership and governance when school leadership extends beyond the single institution?

Key words

Leadership, governance, system leadership, network leadership, partnership working and community leadership

Activity

The session is an opportunity for you to connect with the early learning, to hear about the project and to discuss the difficult and compex issues involved when leadership extends beyond one school. Participants will examine a number of scenarios of governance and leadership in a way which will allow each person to add to the session.

Context and background

Networks, federations, the ECM agenda, extended schools – the educational landscape is filling with new forms of governance and leadership beyond the single institution. NCSL, in partnership with the DfES Innovation Unit, is exploring these 'next practice' forms of leadership as they develop in several locations over the next year.

Gift

An artifact to use with others to stimulate local debate around these issues. A web link to the learning as it emerges during the project.

Notes/contacts

Network name

Southampton Learning for Leading

Title

Partnership working

At a glance

Partnership with local authority

Audience

Headteachers, network facilitators, co-ordinators, co-leaders

Key question

How can we spread networks across the local authority?

Key words

Partnership working and community leadership, sytstem leadership, network structures

Activity

Two headteachers and a consultant leader will give a short presentation followed by an interactive question and answer session to show-case the potential power of collaborative working between the school and local authority.

Context and background

We have established closer links with the local authority and influenced the development of further networking in all schools in Southampton. This has been achieved through the primary strategy in partnership with the local authority.

Notes/contacts

Network name

WF7

Title

Leaders all around us

At a glance

Leadership potential

Audience

Headteachers, network facilitators, co-ordinators, co-leaders

Key question

How can we transfer school leadership skills to system leadership?

Key words

System leadership, learning about pupil learning, other

Activity

The session will include a questionnaire about leadership in your own context which will assist you to recognise leadership potential in your own organisation. We will then follow-up with a question and answer session.

Context and background

Our network has been utilised throughout our local authority to enable other schools to be led – both in the short-term and the long-term.

Gift

An FAQs leaflet, 'Leadership in you', about utilising leadership skills throughout the different levels of work in a school.

Notes/contacts

Network name
Bedfordshire Schools Improvement Partnership

Title
Teaching, learning and collaboration

At a glance
Collaborative CPD

Audience
All, other

Key question
Could you and your school benefit from a little TLC?

Key words
Collaborative enquiry, CPD

Activity

Participants will engage in a collaborative activity which will facilitate the visualisation of how this model may be employed to impact on teaching and learning.

Context and background

We have established forums for teachers and other colleagues to meet to explore innovative and creative approaches to teaching and learning.

Gift

A greater understanding of the value and impact of innovative and collaborative approaches to teaching, learning and attainment.

Notes/contacts

Network name
Creativity Action Research Awards

Title
Partners are for life, not just a Tuesday after break

At a glance
Creative partnerships

Audience
Headteachers, all

Key question
What does sustained partnership, particularly with the creative world, add to teachers' and schools' provision and effectiveness?

Key words
Partnership working and community leadership, CPD, learning about pupil learning

Activity

The CARA project leader, an artist and a teacher will describe the benefits and challenges of partnership work from their experience. They will facilitate a discussion on how to make serious, in-depth and regular partnership work a reality for schools and teachers.

Gift

Participants will receive three high quality booklets on creativity, partnership and professional development: Creative Space, (creativity and the arts supporting science), Journey, (handbook, CD-ROM and DVD of creativity in CPD), Building Creative Futures, (distillation of the learning from the CARA project).

Context and background

The national Creativity Action Research Awards (CARA) are building our understanding of the importance of partnership as a key to professional and school development. Policy makers increasingly advocate partnership, particularly with the arts and creative industries. The potential of partnership is becoming a central feature of school improvement.

Notes/contacts

Network name
Da Vinci

Title
Creativity Breeds Success!

At a glance
Literacy through arts and creativity

Audience
Headteachers, network facilitators, co-ordinators, co-leaders

Key question
How can creativity and the arts impact on literacy?

Key words
Collaborative enquiry, learning about pupil learning

Activity

Each class within the network has a 'Da Vinci log' which records the experiences we are providing for children, including the children's own reflections on how creative inputs have impacted on their learning. We will share some Da Vinci logs to illustrate our work and answer questions.

Gift

Our latest network bulletin, which includes an outline of our work so far as well as indicating next steps.

Context and background

Da Vinci is a five-school network established to research and develop the potential of creativity and especially the arts as tools for inspiring and enhancing teaching and learning. We are developing specific arts-based skills for children and staff. One specific measure is looking at how the arts can impact on literacy.

Notes/contacts

Network name

Do Different

Title

Dipping into diversity: Does it make a difference?

At a glance

Cross-phase collaboration

Audience

Headteachers, all

Key question

How can diversity in approaches support improvements in learning?

Key words

System leadership, partnership working and community leadership, learning about pupil learning

Activity

We have invited members of our community to talk about how they have risen to the challenges and what benefits they have noted in their own schools as a result of their involvement in the Do Different NLC.

Context and background

Do Different is a geographically diverse, mixed phase network which has celebrated its eclectic approaches to improving teaching and learning. The challenge for us has always been to disseminate and to learn from and support each other.

Gift

Some practical examples of work that has been completed or is in progress.

Notes/contacts

Network name
HaTS (Halton Thinking Schools)

Title
Thinking tools for thinking schools

At a glance
Collaborative enquiry for learning

Audience
Headteachers, all

Key question
How can we create a thinking and learning culture at all levels in our schools?

Key words
Pupil involvement, CPD, learning about pupil learning

Activity

Three head teachers from a network of five will give a brief description of the work the network is engaged in and will host a question and answer session to show how powerful it has been to create a team of lead learners among our schools.

Context and background

We have established collaborative enquiry as our central and most powerful vehicle for learning.
We are building our leadership capacity through a major investment in our lead learners, who are heading up the enquiry process

Gift

We will supply participants with a brochure which provides a range of perspectives, from all involved in the network, about the way we plan to develop the work we are doing to achieve our ultimate goal.

Notes/contacts

Network name
Learning to Learn

Title
Reflective learners learn best

At a glance
Learning to learn

Audience
All

Key question
How can schools equip children to become more active, engaged learners, able to reflect on how they learn, what they find difficult, how they best express themselves?

Key words
Learning about pupil learning

Activity

The session will be hosted by the Learning to Learn co-ordinator and a school co-ordinator who are engaged in leading, planning, monitoring and sharing the enquiry process throughout 11 schools. They will host an interactive session to demonstrate how giving pupils a real voice can be both powerful and challenging.

Context and background

To facilitate personalised learning and assist our pupils to become more active, engaged and reflective learners, we established collaborative research, enquiry and practice in many areas including Assessment for Learning, learning styles, thinking skills and students as researchers. We are also building leadership capacity, developing lead learners who manage the cross-phase collaborative work.

Gift

A 'thinking skills progression grid' for use from Key Stage 1 to Key Stage 4, and also a range of evaluation forms for pupils to use when evaluating learning.

Notes/contacts

Network name

Merging Minds Innovations and Excellence Cluster, Melbourne, Victoria, Australia

Title

Winning the war on Middle Years disengagement through innovation and excellence: a Middle Years story from Melbourne, Australia

At a glance

Motivating disengaged pupils in Australia

Audience

Headteachers, all

Key question

How can we achieve system-wide improvement of student engagement and learning in the middle years of schooling?

Key words

System leadership subject networks, learning about pupil learning

Activity

Telling the story of our cluster will challenge and inspire practitioners to share and reflect on their ideas and practice. It was a difficult journey, initially, finding a project that would satisfy the diverse needs of our complex cluster of ten schools.

Gift

Hopefully participants will be enriched by the experience of hearing about and discussing a successful project from the other side of the world. We have made significant inroads into addressing the malaise of students in the middle years. It is a universal problem that we need to solve, no matter where we come from.

Context and background

Middle Years clusters of schools, both primary and secondary, have been generously funded to trial innovative projects and improve pedagogy. The Merging Minds cluster of ten schools in Melbourne, Australia, is one of many clusters that employ a co-ordinator to drive Middle Years reform over a three year period.

Notes/contacts

Network name
North East Bradford NLC

Title
Be Creative – Achieve

At a glance
Creativity and CPD

Audience
All

Key question
How can creative media improve attainment?

Key words
Pupil involvement, CPD

Activity

We will host a question and answer session on how collaborative CPD can provide robust models for use in schools with the aim of raising achievement. Teachers from both primary and secondary phases will be available to discuss the impact in their schools.

Context and background

We have established a programme of visual literacy linked to raising attainment with special reference to boys. We are also building the leadership capacity in our network through the carefully planned development of lead learners.

Gift

A CD-Rom containing useable materials and a documentary of our creative media day.

Notes/contacts

Network name
Organic Learning Project

Title
Kiss the blues good-bye!

At a glance
Emotional intelligence

Audience
All

Key question
What are the positive impacts of developing emotional literacy for pupils and staff on a whole-school basis, using school-to-school and network-to-network strategies?

Key words
Learning about pupil learning, CPD

Activity

This will be an interactive workshop, sharing good practice through artwork, photographic images, poetry, role-play, humour and demonstration of practical classroom strategies that are tried and tested by teachers from schools in different settings. We will be sharing our various publications and offering ideas and inspiration on issues of emotional literacy.

Context and background

There have been dramatic positive benefits for our children and staff through development of emotional awareness and provision of strategies to become emotionally resilient, building self-esteem and improving the ability to develop relationships. Sharing good practice school-to-school has been key through twilight sessions, conferences and residentials.

Gift

A practical resource book of ideas and various publications, handouts and examples of good practice which can be used in any classroom very simply and effectively.

Notes/contacts

Network name

Primary Modern Languages

Title

Starting modern foreign languages in primary schools

At a glance

Modern foreign languages at Key Stage 2

Audience

Headteachers, local authority advisors, e-learning facilitators, ASTs

Key question

Where to begin with modern foreign languages?

Key words

Subject networks, learning about pupil learning

Activity

An interactive discussion about the origin and evolution of our ideas. Team members will talk about resources that have been developed as a result.

Gift

List of classroom instructions for teachers to use (in French!).

Context and background

The seven schools in our cluster work closely together and decided to do a modern foreign language project rather than focus on numeracy or literacy. All the teachers in the network felt in a similar position, as their pupils were having tuition from secondary school teachers and they wanted to build on this practice in school.

Notes/contacts

Network name
Wirral Literacy Learning Network

Title
Excite to write!

At a glance
Creative literacy

Audience
Headteachers, all

Key question
How far can creativity in the curriculum impact on standards of children's writing?

Key words
Collaborative enquiry, subject networks, learning about pupil learning

Activity

Teachers and a headteacher from our network will demonstrate the work that has been achieved as a result of our enquiry.

Context and background

We established our pupil focus group as 'children at risk of underachievement'. We have investigated, through collaboration, the building blocks for writing in terms of creativity and imaginative stimulus, using scaffolds and prompts for children to rehearse and develop their writing confidence and stamina.

Gift

We will bring the processes and ideas used to engage reluctant writers in our network which could then be transferred to other subjects or settings.

Notes/contacts

Network name
Write Club 7

Title
Improving writing with a little help from saints, pyramids and myst

At a glance
Literacy and motivation

Audience
Lead learners, teaching assistants/learning mentors

Key question
How can writing be enhanced by embracing the 21st century curriculum?

Key words
Pupil involvement, subject networks, CPD

Activity

A headteacher and two lead learners will lead a question and answer session. We will share practical ideas and successes from our project so far. For example, the power of cross-school planning, the sharing of AST expertise to empower teachers, teaching assistants and children. This should be a highly interactive session.

Gift

An english pyramid, a pack of lesson plans on how to use myst to enhance all areas of the curriculum, a pack of useful tips for using interactive whiteboards to enhance learning, a brief paper on how moving to learn can enhance children's learning.

Context and background

We have established collaborative learning at all levels, empowering staff and children. In its first year our network has started to change the learning culture in seven schools, enhancing writing skills in particular. We are also using motivational strategies such as moving to learn and brain gym, and improving the curriculum.

Notes/contacts

Network name

Aspire

Title

Aspiration, perspiration and innovation: the keys to an aspirational network

At a glance

International links

Audience

Headteachers, network facilitators, co-ordinators, co-leaders

Key question

How can local schools work together to develop new cultural infrastructure which enhances school and community links?

Key words

Collaborative enquiry, partnership working and community leadership, network structures

Activity

The development director and one headteacher from the partnership will host a seminar which will focus on professional development, pupil transition and international developments within our partnership.

Context and background

We have established ourselves as a new, independent social enterprise which is able to access new networks, funds and expertise both regionally and internationally. We are currently in the process of developing a number of Comenius partnership projects.

Gift

We will provide a database of contacts, stimuli and research papers which have helped us to develop our networking practices.

Notes/Contacts

Network name

Bransholme Networked Learning Community

Title

Wot ya gonna do now, sir?

At a glance

Inter-agency

Audience

Headteachers, community workers/leaders

Key question

How can the leadership skills of our network be effectively deployed to benefit the inter-agency work in which we are increasingly involved?

Key words

Network communications strategy, partnership working and community leadership

Activity

Four senior staff will host a question and answer session which will identify the efforts being made to secure good working relationships and strong networking with new partners from other agencies.

Context and background

Our city is currently devolving extensive powers and responsibility to seven Area Committees. We have previously established executive coaching as our most powerful vehicle for leadership development. We are aiming to use our acquired skills and experience to support the potential future service delivery scenarios.

Notes/Contacts

Network name

Family Learning Networks

Title

Family learning networks: empowering parents and pupils

At a glance

Parent partnerships

Audience

All

Key question

How do we empower our parents to support our children's learning and engage in their own learning?

Key words

Partnership working and community leadership, network structures, other

Activity

There will be a short presentation followed by a group activity to help participants to share experiences.

Context and background

We are in the process of developing self-sustaining parent networks in primary schools across Sandwell.

Gift

Network newsletter (broadsheet) and DVD.

Notes/contacts

Network name

Neighbourhood Renewal Unit

Title

Schools: Leading the Community?

At a glance

Neighbourhood renewal

Audience

Headteachers, network facilitators, co-ordinators, co-leaders, communications officers, primary strategy managers, inspectors HMI, local authority advisors, E-learning facilitators, community workers/leaders, HEI partners, ASTs, lead learners, teaching assistants/learning mentors, all

Key question

What does leading in partnership with community leaders mean in practice?

Key words

Partnership working and community leadership, other

Activity

Community leaders and neighbourhood managers will tell their story and we will explore where there is a meeting of minds and where there are differences to illuminate the process of partnership building.

Context and background

Neighbourhood Renewal Partnerships strive to improve outcomes for children and young people, but often find working with schools problematic. NRU has supported an Action Team to explore some of these issues.

Gift

A briefing setting out the shared goals and mutual benefits that schools and Neighbourhood Management can experience when working in partnership. 'How to' and case studies included.

Notes/contacts

Network name

Salford Excellence in Cities

Title

Learning through collaboration

At a glance

Sustaining EiC

Audience

Headteachers, network facilitators, co-ordinators, co-leaders

Key question

How far can the innovation of Excellence in Cities be sustained through collaboration?

Key words

Partnership working and community leadership, network structures

Activity

The EiC director and co-ordinator for learning mentors will host a question and answer session on improving through collaborative processes.

Context and background

We have started to remove barriers to learning by enhanced collaboration. We are building on the foundations of leadership to improve learning.

Gift

A good practice pamphlet.

Notes/Contacts

Network name

Success@ Networked Learning Community

Title

Families And Schools Together – FAST

At a glance

Parental involvement

Audience

Headteachers, community workers/leaders

Key question

How do we involve parents to raise attainment across all key stages?

Key words

Learning about pupil learning: other

Activity

We have invited some of the most powerful speakers about children's education to help deliver our learning conversation… the parents. Our session will include an explanation of our work, led by parent co-ordinators and parents of primary, secondary and special school pupils.

Gift

The secrets of our success!

Context and background

Our head teachers meet regularly to discuss issues which arise across the network. This group identified that one major gap was provision for parental involvement. A successful bid for Neighbourhood Renewal funding was made and the story of the FAST team began.

Notes/Contacts

Network name

Blackburn with Darwen Action Learning Network

Title

Walking towards the same goal: networking children and teachers

At a glance

Learning walks

Audience

All

Key questions

How can a network use learning walks to develop pupil voice? What are critical thinking challenges and how can they be incorporated across the curriculum?

Key words

Pupil involvement collaborative enquiry, learning about pupil learning

Activity

Participants will be given a presentation of the eight learning walks and will be introduced to the concept of critical thinking challenges.

Gift

A CD-Rom containing a PowerPoint presentation of the eight learning walks with an accompanying brochure sharing details of networked learning activities. This will include an example of a base team challenge focusing on the development of critical thinking skills.

Context and background

Staff in our network have benefited greatly from learning walks. Network schools identify good practice which they are happy to share with colleagues from other schools during a morning or an afternoon. Also, following an online pupil survey all lead learners have been trained on how to deliver fun critical thinking challenges.

Notes/contacts

Network name

CHiLL

Title

Good questions: lights that illuminate and give meaning

At a glance

Critical friendship and enquiry

Audience

Network facilitators, co-ordinators, co-leaders, all

Key question

Can we use critical friendship and enquiry to improve practice?

Key words

Pupil involvement, collaborative enquiry, system leadership, self-evaluation, network structures, learning about pupil learning

Activity

We will be sharing our research paper, 'Leading enquiry using a critical friend', and hosting an interactive 'questions workshop' between colleagues from our network and conference delegates.

Context and background

CHiLL network has existed since 1998 and is predominantly concerned with creating better school leaders so providing the capacity to share expertise across our network. Our shared philosophy to seek new ways of thinking, learning and leading means that there is no tension between collaboration and competition.

Gift

A copy of our recent research paper 'Leading enquiry' and a DVD outlining the CHiLL self-evaluation process.

Notes/contacts

Network name

Network G10

Title

Solving the problem!

At a glance

Problem solving

Audience

Lead learners, teaching assistants/learning mentors

Key question

How can we work collaboratively and share expertise within the network to develop problem solving?

Key words

Collaborative enquiry, CPD, learning about pupil learning

Activity

Following a brief introduction of the programme we will demonstrate practical activities from the Talking Maths project.

Context and background

Analysis of school data within our network identified problem-solving as an area for development in mathematics. Funding from PNS provided the opportunity to work collaboratively and this has led to the development of projects such as Talking Maths within the network.

Gift

We will provide an overview of the programme and examples of how it is being developed in the learning networks as well as practical strategies for developing problem solving.

Notes/contacts

Network name

Partner

Title

Networking for Learning: a simulation to help you get the most out of your network

At a glance

Network simulation

Audience

Headteachers, network facilitators, co-ordinators, co-leaders

Key question

How can leaders use simulations to help them enhance networking for learning?

Key words

CPD, other

Activity

People will be invited to try out the simulation and there will be opportunity for dialogue. This simulation is challenging but fun!

Context and background

We drew on an extensive research base on effective networking, school improvement and bringing about positive educational change in order to develop and design this simulation.

Gift

I have compiled a list of FAQs on making best use of the simulation and will also provide some useful background notes.

Notes/contacts

Network name

SEAMS Partnership

Title

Can you teach the headteacher?

At a glance

Headteacher learning

Audience

Headteachers, inspectors HMI

Key question

How do we successfully engage headteachers in learning?

Key words

System leadership, partnership working and community leadership, self-evaluation

Activity

Four headteachers (cross-phase) from the network, plus the group's facilitator will explore with other headteachers ways in which headteachers can learn. We will model our successful enquiry process, using participants' own ideas. The conversation will be framed to enable evidence to be collected.

Gift

The exchange of practice, wisdom and knowledge. An email to all participants, post-conference, of the learning points collected and collated during the conversation.

Context and background

We are morphing from an EAZ and cluster partnership into a learning network. Our schools share a commitment to a research and enquiry based methodology and an established pattern of inter-school working. We have learned that when headteachers learn together leadership qualities develop more rapidly, communications in school change and connections are different.

Notes/contacts

Network name

Teacher of the Future – Sandwell

Title

Transforming learning through the use of new technologies

At a glance

Use of technology in learning

Audience

ASTs, lead learners, e-learning facilitators, headteachers, co-ordinators

Key question

How can technology transform learning and raise standards?

Key words

CPD, pupil involvement, learning about pupil learning

Activity

There will be a short presentation and group activity looking at learning futures. The team will be demonstrating good practice as a result of the work in Sandwell schools.

Gift

Memory stick

Context and background

We have an innovative approach to working in schools using technologies to develop teacher confidence and pupil attainment. The team have been looking at innovative ways of using interactive whiteboards, PDAs and Promethean voting systems. Additional NRU funding has been secured to develop this work across three key stages.

Notes/contacts

Network name

Trafford Primary Strategy Network (TRAPS)

Title

Finding all possibilities in maths

At a glance

Problem solving maths

Audience

Headteachers, network facilitators, co-ordinators, co-leaders, primary strategy managers, local authority advisors

Key question

How have we worked with our partner schools to raise the profile of maths and maths problem solving skills?

Key words

Pupil involvement, subject networks, CPD, network structures

Activity

Headteachers from three of our schools will explain what we have done so far and showcase the DVD we have made for our partnership.

Context and background

We have surveyed our school partners and decided problem solving in maths is a common area of difficulty for our children.

Gift

Examples of brochures for parents to help their children in maths and problem solving.

Notes/contacts

Network name

The Beauchamp College

Title

Two heads are better than one

At a glance

Improving the learning environment

Audience

Headteachers, other

Key question

How can schools and architects work together to provide the best possible learning environment for all learners and help deliver the extended service ethos?

Key words

Network communications strategy, partnership working and community leadership, other

Activity

Tom Lyons (GSS Architecture) and Bob Mitchell (Vice Principal, Extended Services, Beauchamp College) will present their experiences of developing a range of learning facilities which many regard as 'state of the art'. There will be opportunity to view many of their projects and some future planned developments.

Gift

A copy of our campus development brochure as well as the opportunity to view and order our publication: 'Strategies, structures and activities you should see in a quality extended service school'.

Context and background

At the Beauchamp College we have developed a very strong partnership with an architect who fully understands the importance of designing teaching and learning areas that accommodate the extended schools agenda. He has designed creative and innovative facilities which embrace the theory that all learners deserve the best possible learning environment.

Notes/contacts

Network name

Westbourne Primary Learning Network

Title

The empty number line: things may get worse before they get better!

At a glance

The empty number line

Audience

Headteachers, Primary Strategy managers

Key question

Are we willing to risk a short-term fall in performance for a longer-term gain in mathematics education?

Key words

Subject networks, learning about pupil learning

Activity

We hope to engage participants with a challenging session. We will illustrate our presentation with key equipment and discuss the implications for schools.

Gift

An agreed calculations policy which will be shared with all stake-holders and will eventually be available on our website. This will indicate at what ages we could expect various strategies to be taught.

Context and background

Our local authority has issued guidance on the restructuring of number learning. This is based on the sound evidence from the Netherlands where, through the use of the Empty Number Line, their performance has become amongst the best in Europe. Teachers from our pyramid have visited schools in the Netherlands to experience their achievements at first hand.

Notes/contacts

Network name

West Burton Primary Network

Title

Problem solving in mathematics

At a glance

Personalisation

Audience

ASTs, lead learners, co-ordinators, teaching assistants/learning mentors

Key question

How do we promote the development of personalisation in mathematics?

Key words

Subject networks, learning about pupil learning

Activity

We will present a maths lesson that promotes personalisation and deep learning of concepts. Participants will be encouraged to contribute to the discussion and identify the key elements within this personalised maths lesson.

Context and background

All our schools have found that we have a common issue of children not being able to apply their knowledge outside of the context of maths lessons or to effectively solve problems.

Gift

Following the group discussion participants will have a clearer idea of how personalisation can be applied in maths lessons in their setting.

Notes/contacts

Network name

Winsford Education Partnership

Title

Encouraging geese to fly!

At a glance

Developing leadership

Audience

Headteachers, lead learners

Key question

How can we develop new patterns of leadership?

Key words

Collaborative enquiry, self-evaluation, learning about pupil learning

Activity

Lucy will lead a discussion on how her leadership skills have developed across the network since she became an NQT and how this fits in with our network as a whole.

Gift

Report

Context and background

Winsford Education Partnership comprises a cross-phase mix of 17 schools. We have leadership groups covering all the schools which are predominantly curriculum orientated. One of these is a science group of which Lucy Jones is the leader.

Notes/contacts

Network name

Yorkshire Triangle

Title

Enquiry that meets the target!

At a glance

Collaborative enquiry

Audience

Headteachers, network facilitators, co-ordinators, co-leaders, Primary Strategy managers

Key question

How can network enquiry lead to accelerated progress in mathematical achievement?

Key words

Pupil involvement, collaborative enquiry

Activity

Come and try the 'Sands of Time' from a pupil perspective, understand the principles of 'Countdown' and explore the power of the process. Help us to answer the questions; 'How do we spread the message across other networks?' and 'Could the process have impact in other subject areas?'

Gift

Our model of network enquiry and sharing good practice – five steps to successful enquiry which impacts on achievement. Details of our product.

Context and background

We have established collaborative enquiry as our central and most powerful vehicle. Our recent focus has been underachievement in maths, starting with rapid recall of multiplication facts through 'Sands of Time'. This initiative has been followed by 'Countdown' and the results show a dramatic impact – hopefully SAT results will reflect this!

Notes/contacts

Information briefings

Hall 1 (Auditorium)

Session 1 10.30-11.30
Primary National Strategy Learning Networks

Karen Feeney, Senior Regional Adviser, Primary National Strategy, will share findings from an External Evaluation of the 1,500 Primary Strategy Learning Networks and Mathematics Centres that have been established in approximately 9,000 schools. The briefing will outline implications for the role of networking in the use of the renewed literacy and mathematics frameworks, and invite participants to consider how networks can sustain activity and the wider application of networks to support collaborative learning. The briefing may be of particular interest to teachers, headteachers, governors and local authority representatives, but all are welcome to attend and receive a copy of the summary of findings from the External Evaluation of PSLNs.

Session 2 11.45-12.45
Education Improvement Partnerships and Federations – DfES perspectives

Neil Remsbery, DfES Partnerships and Federations Unit, will present a briefing outlining how the policy and practice of Education Improvement Partnerships (EIPs), Federations and Trust schools fit within the broader context of promoting collaborative working between schools and with other partners. This briefing may be most suitable for headteachers or other leaders interested in developing collaborative or partnership arrangements, but all delegates who attend will gain a better understanding of what is happening in terms of schools' collaborative working and what options are open to schools wishing to collaborate further with others.

Session 3 14.00-15.00
Specialist Schools and Academies Trust

Sue Williamson, Director of Leadership and Innovation Networks at the Specialist Schools and Academies Trust, will present a briefing focused on personalised learning, the Development and Research networks, student voice, leadership programmes and iNet, the Trust's international arm. Sue and her team will provide an insight into how these developments will encourage powerful innovation networks, distributive leadership and outstanding outcomes for students in all settings. Practitioners, headteachers and academics alike will find this briefing relevant to their work, and will be able to take away information about SSAT conferences and events for the topics covered.

Networks

Network	LC #
Aspire	55
Bedfordshire Schools Improvement Partnership	13, 43
Belgrave Learning Network Community	25
Birmingham Education Authority	1
Blackburn with Darwen Action Learning Network	61
Bolton Pastoral Network	14
Bransholme Networked Learning Community	56
CHiLL	62
CHiLL, Organic and Winsford NLCs (co-hosting)	2
Collaborating in a Village Schools Network	37
Creativity Action Research Awards	44
Da Vinci	45
Do Different	46
Ealing Transition Network	3
External Evaluation Team	26
Family Learning Networks	57
Fast Track Online Community	7
Gung Ho	27
Hartlepool NLC	28
Hartlepool NLC	29
HaTS (Halton Thinking Schools)	47
Knowsley Secondary Networked Learning Group	30
Lancashire's Learning Networks	38
Leadership Learning in Sandwell	8
Leading into Learning NLC	31
Leading into Learning NLC	39
Learning and Inclusion for Everyone (LIFE)	15
Learning to Learn	48
Merging Minds Innovations and Excellence Cluster, Melbourne, Victoria, Australia	49
NCSL	32
Neighbourhood Renewal Unit	58
Network G10	63
Next Practice	4
Next Practice	40
North East Bradford NLC	50
North Nottingham School Improvement Partnership Board (NNSIPB)	16
Organic Learning Project	51
Partner	64
Pendle Small Schools	17
Polestar Education Consultancy	9
Primary Modern Languages	52
Primary Schools Learning Network	33
Salford Excellence in Cities	59
SEAMS Partnership	34
SEAMS Partnership	65
Sevenoaks (STAG)	18
Southampton Learning for Leading	41
Southend Excellence Cluster	10
Success@ Networked Learning Community	60
SUPER	35
Tarleton, Ormskirk, Banks and Aughton (TOBA)	11
Teacher of the Future – Sandwell	66
Thame Partnership	36
The Beauchamp College	68
Think First NLC	12
Trafford Primary Strategy Network (TRAPS)	67
Tweedmouth Learning Community	19
Tyndale Tisbury	24
University of Wolverhampton/NLG	21
Wakefield Catholic Partnership	5
Warwickshire Inclusion Network	22
West Burton Primary Network	70
Westbourne Primary Learning Network	69
WF7	42
Wigan WOWS Link to Learn	6
Winsford Education Partnership	23
Winsford Education Partnership	71
Wirral Literacy Learning Network	53
Write Club 7	54
Writing IT Together	20
Yorkshire Triangle	72

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Create an enquiry

Eg. If you and your colleagues are interested in conducting an enquiry during the day on one particular subject, you may wish to cover several learning conversations between you. We have grouped the conversations below to enable you to do this.

Challenging circumstances
16, 21

Coaching
22

Collaborative enquiry
8, 15, 17, 24, 25, 27, 28, 29, 30, 31, 33, 35, 36, 43, 47, 53, 62, 72

CPD/adult learning
3, 5, 25, 28, 29, 32, 50, 64

Creativity
1, 17, 43, 44, 45, 50, 51, 53

Critical friendship
9, 32, 35, 62

Every Child Matters
15, 23, 56, 58, 60

Emotional intelligence
51

Engaging all staff
10

Governance
4, 40

ICT and e-learning
7, 11, 12, 24, 66

International networking
20, 49, 55

Leadership
39, 40, 42, 50, 55, 64, 65, 71

Learning about pupil learning
34, 37, 44, 45, 46, 47, 48, 53, 63, 69

Mathematics
63, 66, 67, 69, 70, 72

Network communications strategy
10, 11, 18

Network leadership
3, 4, 32, 39, 55, 64, 71

Network structures
5, 9, 31, 32, 59

Parent partnership
57, 60

Partnership with local authorities
3, 38, 41, 69

Partnership working and community leadership
10, 21, 23, 44, 46, 55, 56, 57, 58, 59, 60, 65, 68

Personalisation
70

Pupil involvement/pupil voice
12, 13, 14, 15, 17, 18, 19, 22, 23, 24, 32, 49, 61

Pupil learning
1, 7, 11, 13, 30, 33, 47, 48, 49, 52, 54

Research
26, 32

Research lesson study
28

Self-evaluation
6, 9, 14, 16, 27, 30, 36, 45, 63

Study visits
18, 61

Subject networks/curriculum
1, 17, 24, 45, 52, 54, 66, 67, 70, 72

Sustainability
2, 5, 6, 20

System leadership
2, 4, 37, 38, 39, 40, 41, 42, 46, 56, 65

Transition
1, 3

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