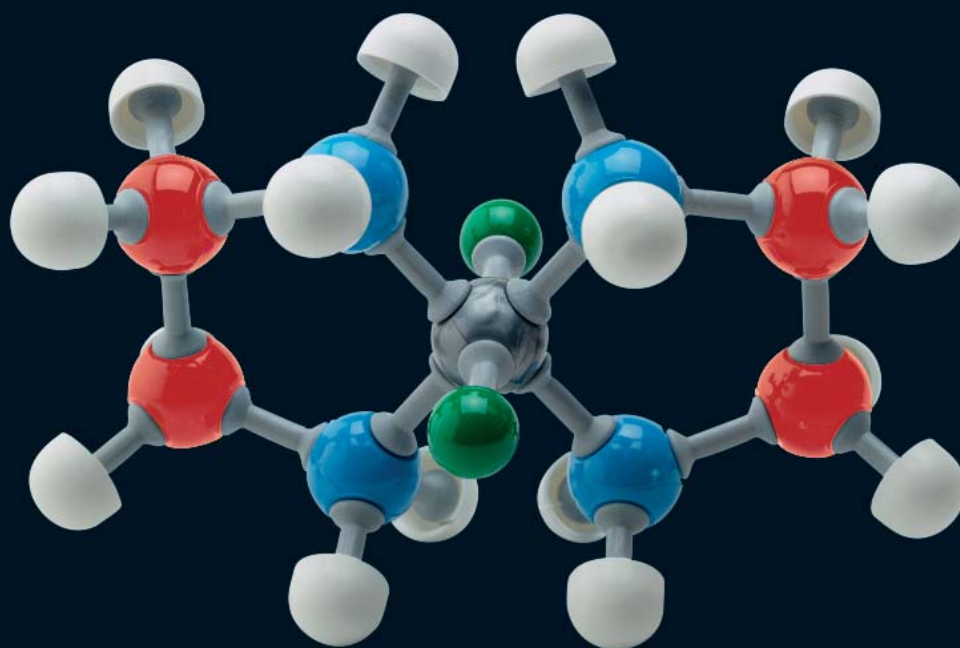


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Networked Learning Communities
Annual Conference 2005

Learning conversations directory

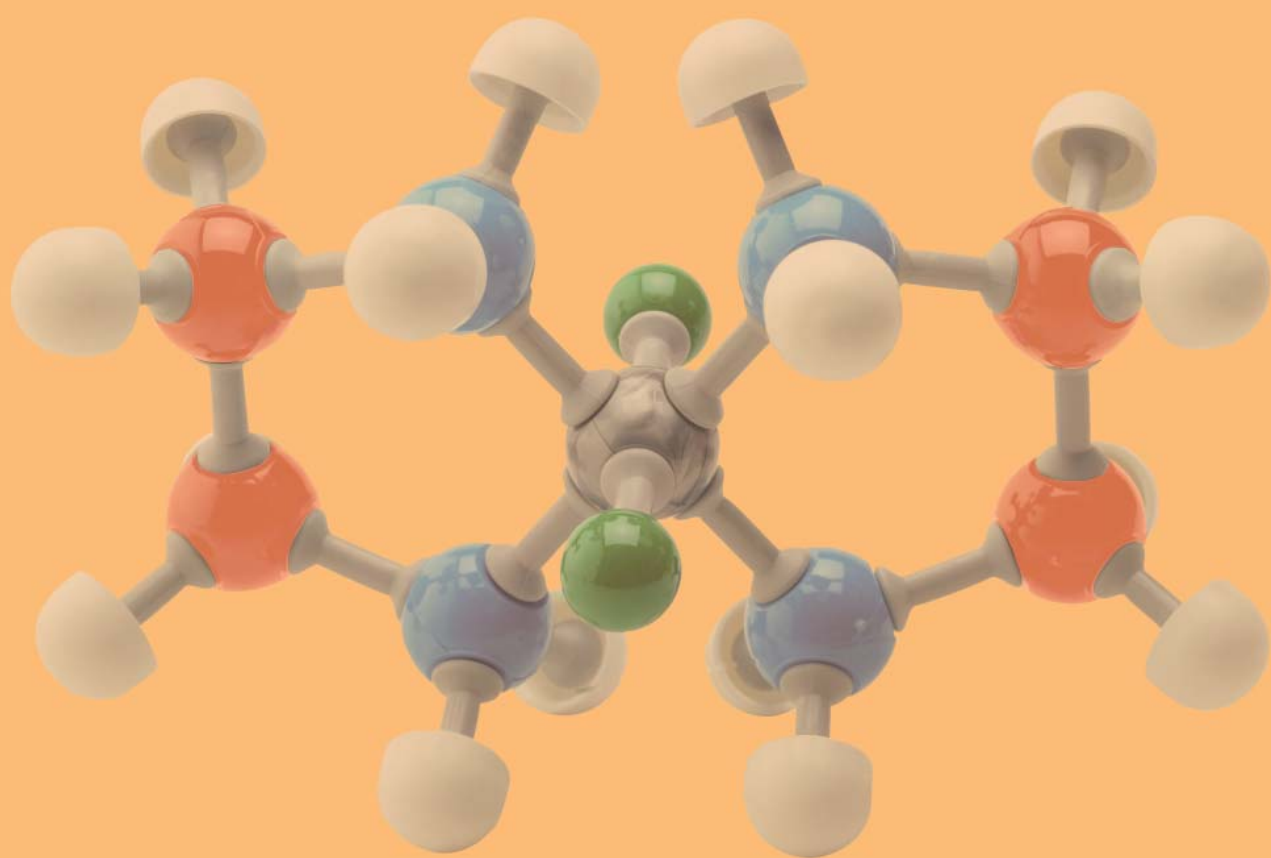


Networked Learning Communities

learning from each other

learning with each other

learning on behalf of each other





How to use this directory

Welcome to your directory of the learning conversations for the Annual Conference 2005. This directory outlines the learning conversations taking place throughout the day, enabling you to effectively plan to meet your learning needs.

The directory is divided into two parts:

Part 1 – key words

In this first section, brief key words are provided for each network's learning conversations. This helps you decide quickly which conversations will be of most relevance to your network's learning needs.

Part 2 – summaries

In this section, the full summary of each learning conversation is provided.

This allows you to identify a conversation of interest by the key words in part one and read its full summary in part two. Alternatively, you can browse the full summaries of the conversations taking place in each hub in part two.

The learning conversations have been grouped into eight different hubs and are identified from A – H. They are:

	Pages
Hub A Best practice – next practice	24-31
Hub B Sustainability and system change	32-37
Hub C We did it together!	38-43
Hub D Towards a networked landscape	44-49
Hub E The future is networked – sustaining innovation	50-55
Hub F Transforming the networked landscape	56-60
Hub G “Lift off” for networking – beyond the NLC programme	61-65
Hub H Pupil learning gain	66-73

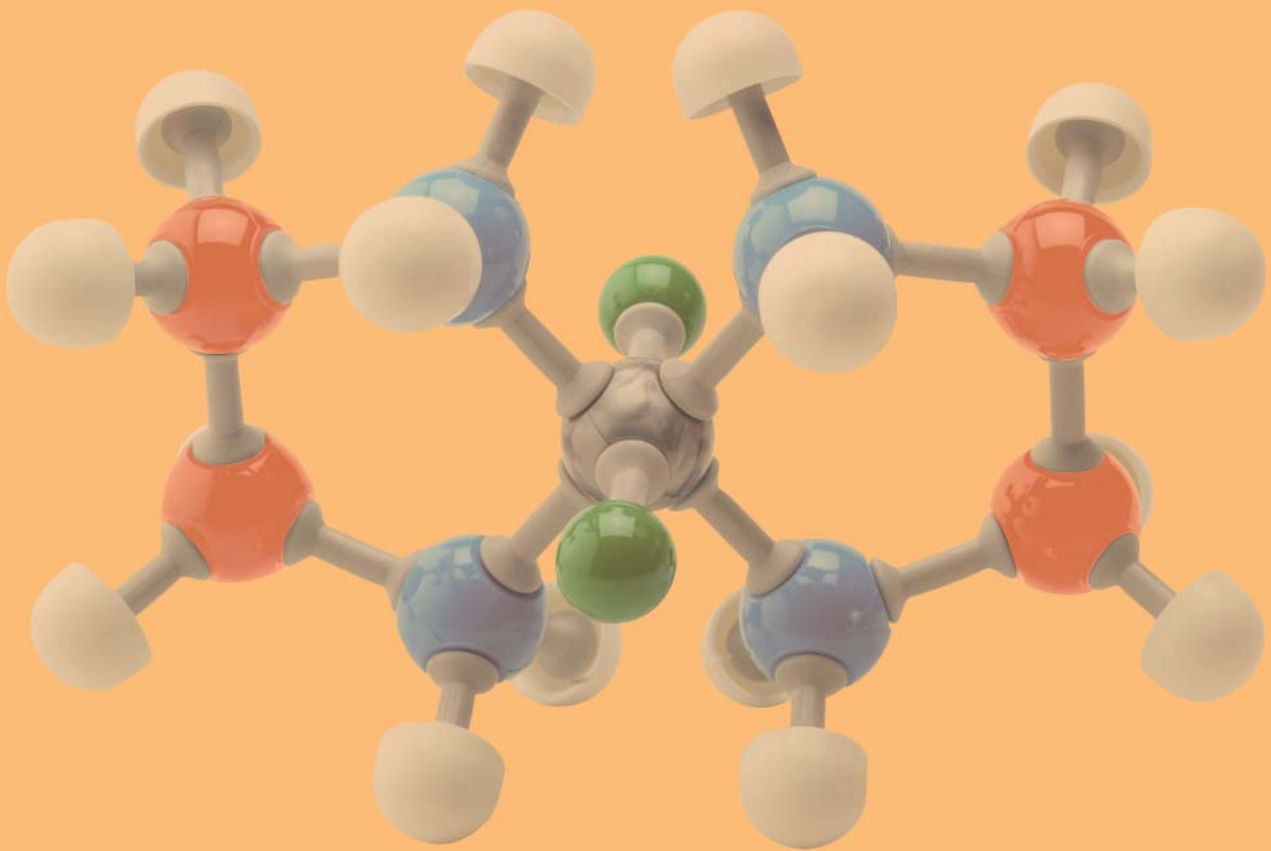
These hubs are colour-coded to enable you to find your interests quickly and easily.

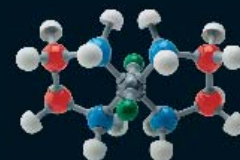
We hope you enjoy many informative and enlightening learning conversations throughout this conference.

Learning conversations directory

Part 1

Key words





Hub A: Best practice – next practice

Network	Conversation title	Type	Key words	Page no.
C1/030 - Bedfordshire Schools Improvement Partnership (BSIP)	Teachers and pupils learning together	Workshop	Share knowledge, expertise, understanding and opinions, pupil voice groups, enhancing learning, mini action research, use of ICT, community, pupil lesson feedback	24
C1/046B - Local Enquiry and Research Network (LEARN)	Improving practice for operating truancy patrols	Hotseat	Truancy patrols, positive working relationships, Inclusion, roles of stakeholders, truancy statistics, different expressions for truancy	24
C1/047B - Primary Learning Network (PLN)	Teachers that can Tech!	Workshop	Disseminating good practice, ICT and science, resource sharing CD, blogging, mindmaps, ICT and subject links, interactive whiteboards	25
C1/052 - The Organic Learning Project	It's all in a feeling' – developing emotional literacy	Workshop	Emotional literacy, wellbeing, learning walks in conferences, peer support through 'bring and brag' sessions, nurture groups, parents, arts residential, international visits, building self-esteem	25
C1/071 - Lincoln Learning Network	A creativity skills framework	Workshop	Skills-based curriculum, planning tool, learning-led, six areas of learning	26
C1/073 - South Ribble Learning Consortium	Enhancing teaching and learning across a network using ICT	Workshop	Virtual learning environment, share teaching and learning resources, strategies to enhance teaching and learning	26
C1/090 - Stockport Success Through Learning Network	Filming - the use of DVD to share good practice	Forum	Share, celebrate achievements, storyboarding technique, filming	27

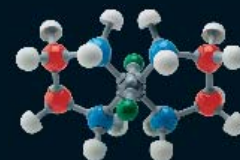


Learning conversations

Part 1 – key words

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Network	Conversation title	Type	Key words	Page no.
C1/117F - North of England Cluster of NLC's	The learning compass - leading learning in the right direction	Consultation	Learning compass, jargon free research, best thinking and learning skills, jargon free research	27
C1/104 - Hartlepool Networked Learning Community (HNLC)	Sustaining collaborative enquiry in Hartlepool	Forum	Collaborative enquiry, building leadership capacity, sustaining achievement	28
C1/129 - The Leading Edge Network Community	Video streaming technology to help share practice	Workshop	14 secondary schools, state of the art video streaming, creative ideas, new technology	29
C1/136 - The Redbridge Learning Community	Personalised learning through AfL	Workshop	Assessment for learning, personalised learning, research lessons, knowledge creation and transfer	29
C2/020 - North Leeds NLC	A journey in lesson observation	Workshop	Quantify impact, creating a consensus, the effective lesson, common language, middle leaders, classroom observation, support materials, transforming learning, assessment for learning, multi-media resources	30
C2/050 - Think Deep Cluster	Collaborative and networked professional learning using RLS	Workshop	Seven principles of RLS, collaborative CPD, systemic enquiry-based studies, De Bono's thinking hats, action research in PNSLNs	31
C2/137 - Derby City Schools' Learning Network	Student voice - partners in decision-making	Hotseat	Students as researchers, positive benefits to schools, milestone conferences, training for teachers and teaching assistants, display of resources, N2N contacts	31



Hub B: Sustainability and system change

Network	Conversation title	Type	Key words	Page no.
C1/013 - Hexham Partnership of Schools	Developing the role of teaching assistants	Hotseat	Invaluable role, opportunities for professional development, sharing best practice, raise standards	32
C1/030 - BSIP	Student voice - a vision of networked empowerment	Workshop	Student voice, different forms of pupil involvement, implementation, strategies, empowering students	32
C1/045 - Primary Schools Learning Network - PSLN	The development of pupil voice	Forum	Student participation, student consultation, student agency, students as agents of change	33
C1/058 - Rushden & Higham Ferrers NLC	Sustaining action research in a climate of change	Hotseat	Action research, enquiry group, forming larger learning network	33
C1/091 - The North East School Based Thinking for Learning	Implementing and sustaining students as researchers	Forum	Development of students as researchers, critique initial attempts, sustaining to have impact	34

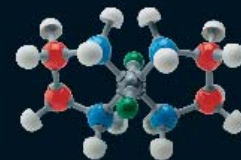


Learning conversations

Part 1 – key words

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Network	Conversation title	Type	Key words	Page no.
C1/102E - Toolkit for the Independent Learner	Developing learning logs	Workshop	Pupil learning logs	34
C1/114 - Opportunity Network	Developing collaborative learning within our network	Workshop	Collaborative learning, subject network groups, learning to learn agenda, building learning power	35
C1/120 - Penryn Partnership Plus	Collaborative enquiry	Forum	Collaborative research projects, narrative writing skills, ICT solutions, school-to-school collaborative research	35
C2/143 - Leading into Learning	Knowledge traffic – increasing the flow of knowledge within our learning communities	Consultation	Wealth of professional knowledge, effective and easy exchange, processes for knowledge flow, newsletters	36
C2/002 - The Belgrave Learning Community	Powerful, yet fragile – sustaining a network beyond today	Consultation	Milestones, barriers and challenges, change in headteacher meetings, middle managers collaborative enquiry group, appointment of network manager, network diversity	36



Hub C: We did it together!

Network	Conversation title	Type	Key words	Page no.
C1/008 - North East Bradford	Use your head	Forum	Learning exchange, co-operative planning, planning for sustainability, thinking skills	38
C1/014 - Ellis Guildford Family NLC	Stories of change	Hotseat	Action research, transfer of best processes rather than best practice, facilitating transition at Year 7.	38
C1/023 - Critical Friendships Facilitating North Leadership	Critical friends problem solving	Workshop	Self-evaluation, critical friend, problem-solving technique, training critical friends	39
C1/060 - Gendernet	How do boys teach and learn a game	Hotseat	Gender specific learning using structured games	39
C1/080 - Sevenoaks District Local Learning Group (STAG)	Moving on and up!	Workshop	Student research, Y6 / 7 transition, impact on pupil learning, Moving On Up artefacts	40
C1/098 - Consortium for School Improvement (CSI)	Student voices from Year 9 - Schools of the future	Workshop	Student voice, an interactive student presentation of future schools.	40

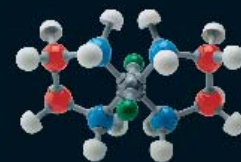


Learning conversations

Part 1 – key words

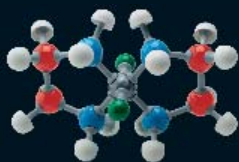
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Network	Conversation title	Type	Key words	Page no.
C1/111 - The Walsall / Coventry Consortium (WACO)	Research through distributed leadership	Forum	Different research briefs, assessment for learning, personalised learning, thinking skills, empowerment of middle leaders	41
C1/126 - Pendle Small Schools Learning Community	Children of the network - Happy New Year Chinese style	Workshop	A cross network learning experience of Chinese culture.	41
C1/135 - F1 Schools	Walk, stop, listen, talk! The Highway Code for Learning Walks	Hotseat	Learning Walks as CPD, all staff, everyday practice, listening, experiences of colleagues, motivated the staff	42
C2/014 - Tyneside NLC	Curriculum leader forums - stepping backwards to move forward	Hotseat	Back in time, issues of common interest, strategies for preparing students for GCSE, impact on pupil learning, 15 subject areas - variety of projects, disseminate learning, learning coaches, generating feedback	42
C2/082 - Blackburn and Darwen Action Learning Network	Pupil voice conference and Eco Warriors	Workshop	Pupil voice conference, Eco Warriors, recycling, action enquiry, pupil questionnaire on effective learning	43
C2/146 - Leaders for Learning in Sandwell	Creative teaching and learning in Sandwell	Hotseat	Different primary schools, research and enquiry to inform classrooms, innovative teaching and learning approaches, VAK learning, thematic creative curriculum, pupil voice, learning tools, raising standards	43



Hub D: Towards a networked landscape

Network	Conversation title	Type	Key words	Page no.
C1/119 - The Halesowen NLC	Whole school learning exchanges	Workshop	Learning exchanges, ambitious activities, visits to Baltimore, exciting deep reflection, highlighting school improvement issues, impact on children's and teachers' learning	44
C1/036 - Newham Way Cooperative	Working with each other, learning from each other - networking teachers and children	Consultation	Networking year group colleagues, planning the curriculum, networking year 1 children, benefits for teachers and children	45
C2/042 - Weald Ridge and Valley Educational Resources Syndicate	Creating and evaluating training networks across Key Stages	Consultation	Network of training opportunities and resources, across Key Stages, projects, one secondary and eight feeder primaries, professional development	45
C2/057 - Tarleton Ormskirk Banks and Aughton Consortium (TOBA)	Changing minds and attitudes to ensure sustained networked learning into the future	Forum	Seven primary schools, VAK-based learning, science day, science, drama, video-conferencing, thinking skills, impact on all	46
C2/062 - Learning & Inclusion for Everyone Surrey Local Authority SLD	Walking your patch (and theirs). A structured learning experience for hosts and visitors	Consultation	Learning walks in a geographically dispersed network.	47

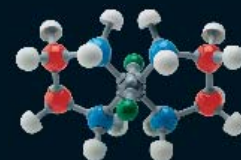


Learning conversations

Part 1 – key words

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Network	Conversation title	Type	Key words	Page no.
C2/096 - Action for Achievement	Inset with impact	Workshop	Real impact, continuity, purpose, capture of good practice, build capacity, common sense of purpose, emotionally literate schools, delivery of an Inset day, illuminating insight	47
C2/171 - South West Area of Northants (SWAN)	Vocational networking	Consultation	GCSE course, raised standards, moving between mark bands, teachers in isolation, moderate each others' work, SWAN communication tool, high quality learning materials, informal support, buy-in by headteachers	48
C2/116 - Warwickshire Inclusion Network (WIN)	The importance of a student leaders' network	Hotseat	Student leaders, student enquiry, learning styles, homework and effectiveness, Learning Walks, email contacts	49
C1/025 Cambridge SUPER Network	Development of research and enquiry in schools	Consultation	Research and enquiry	49



Hub E: The future is networked – sustaining innovation

Network	Conversation title	Type	Key words	Page no.
C1/005 - West Derby NLC	Developing Learning Walks	Consultation	Learning Walks, pupil voice, reflecting on experience, partners in teaching, sharing scarce subject specialists	50
C1/024 - East Manchester - A Leading e-learning community	Innovative learners - pupils and adults learning together	Consultation	Pupil and adult learning in Manchester, ICT innovators, Saturday morning advanced learning centre, embedding ICT into teaching	50
C1/057 - Knowsley NLC	Developing research engaged schools	Workshop	Strategy for schools, practitioner enquiry and training, innovation and collaboration unit in a secondary collaborative	51
C1/086 - Dorchester Area Schools Improvement Partner (DASP)	A partnership approach to aspects of AfL	Workshop	Developing AfL strategies, action research, 34 staff in first and middle schools, interactive resource pack, cascading skills and strategies across the network, impact	51
C1/125 - Fiz Co-Net	The world beyond the word	Workshop	Door to all learning, Read Write Inc, external CPD package, phonics lesson, 'Fred Fingers', RML teacher, solutions	52

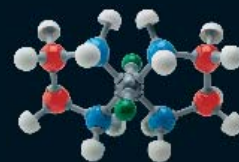


Learning conversations

Part 1 – key words

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Network	Conversation title	Type	Key words	Page no.
C1/140 - Macclesfield Performing Arts Network	Kagan's co-operative structures	Hotseat	Kagan's co-operative learning structures, vehicle to train, unite and inspire, work in the network and beyond, mind-friendly learning	52
C2/037 - Bramcote Park Learning Community	Acorns to oak trees	Forum	Small beginnings, research on developing thinking skills, boys writing, the reluctant learner, sharing learning, growing subject leaders, network development	53
C2/118 - Milton Keynes Secondary Network (MK Learn)	The customer is always right!	Forum	Pathway for student voice, student conference, explore the future for student voice, DVD for network teacher training	53
C2/086 - Warrington Schools in Synergy	Providing a curriculum for today's thinking, co-operative children	Consultation	Nine primary schools, co-operative pupil learning teams, Kagan's 'co-operative learning structures', different impacts on children's learning in different settings, curriculum for today's children, dilution of Foundation Stage skills in KS1 & 2, life long learners	54
C2/089 - Do Different	Making a difference - "Let's be having you!"	Forum	Norfolk - Delia Smith, inspirational, innovative approaches to teaching and learning, learning dialogue, telling of learning journeys - bright sky and shimmering water: "Let's be having you!"	55



Hub F: Transforming the networked landscape

Network	Conversation title	Type	Key words	Page no.
C1/001- Southampton Leading for Learning Network	Increasing the voice of the pupil in their own learning	Workshop	Increasing pupil voice, children involved in strategic network decisions, pupils leading their own learning	56
C1/003 - Rochdale Real Learners Network	Welcome to networking - Fancy a cocktail?	Workshop	Revitalised, emotional literacy, philosophy for children, raise your goal, gender issues, raising achievement project, research training, maximum impact	56
C1/050 - The Tower NLC	There are no strings on me (The developing role of the pupil ambassador)	Consultation	Awareness of the network aims, Y5 - Y8 pupil ambassadors, City Learning Centre, Blackpool, disseminated learning back at school, influential pupils	57
C1/063 - Thame Partnership of Schools	Developing our future through networks within a network	Consultation	Hitchiker's guide, empowering leadership, opportunities for decision-making, milestones of achievement, impact	57
C1/072 - Oldham NLC	Developing adult and pupil co-coaching as a means of improving learning	Hotseat	Co-coaching, peer planning, teaching and review, ongoing professional dialogue, lead learners, pupil co-coaching group, coaching skills	58

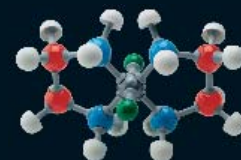


Learning conversations

Part 1 – key words

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Network	Conversation title	Type	Key words	Page no.
C1/116 - Winsford Education Partnership	Community leadership	Workshop	Community leadership project, children's perception, leadership, practical and proven artefacts, personal experiences, widen participation, build leadership capacity	58
C2/047 - Success @ Networked Learning	We used to be an E* for L5s on our PANDA now we feel 200% better!	Hotseat	Problem with underachievement, low aspirations and expectations, key issue from OfSTED, strategies adopted throughout the network, boys' challenging behaviour, high quality teaching and learning, G&T, widening participation	59
C2/072 - Putting People First	The art of catching butterflies	Hotseat	Discovering the extraordinary, accounts of practice, knowledge pool, leadership and behaviour, adult and pupil groups of learners	59
C2/091 - Learning Altogether	Learning with parents	Hotseat	Building self-esteem, parents working with children at home and at school, empower parents, overcome barriers, involvement activities, parents' personal reflections	60
C2/121 - St Helens First	Circles of Excellence	Workshop	Excellence and enjoyment, Circles of Excellence, PPA time, accelerated learning, TIPD - St Petersburg, interest and choice - ballet, painting, astronomy, enriched curriculum	60



Hub G: “Lift off” for networking – beyond the NLC programme

Network	Conversation title	Type	Key words	Page no.
C1/029 - Gung Ho!	The value of a protocol-driven approach to network activities	Workshop	Paired partnered walks, protocols, trust, co-constructed learning, unique facilitation, school self-review, improved workforce reform, increased leadership skills, partnered parent walks, parent “I can” programme	61
C1/034 - North Dudley Learning Partnership	No D! Let's party!!	Hotseat	Stimulating conversations, network vision, workable models, ongoing reflectiveness and evaluation, emotional intelligence, building learning power, communication and knowledge management	61
C1/042 - Penwith Learning Community	Encouraging cohesion	Workshop	Acclimatising to development, drivers for change, appropriate structures, relevant illustrations, a learning partnership	62
C1/051 - Manchester School Improvement Network	Pupil power makes us fit for learning	Workshop	Pupil power, network school council, best practice dissemination, facilitate pupil-to-pupil learning, pupil enquiry	62
C1/066 - South Birmingham	Are you thinking what we're thinking?	Forum	Mindmap, network empowered and developed teachers, ICT, thinking skills, accelerated learning, growing leadership, lead facilitators and critical friend, power of networking	63

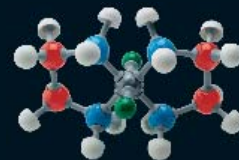


Learning conversations

Part 1 – key words

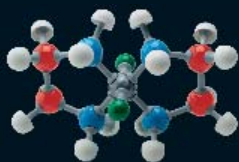
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Network	Conversation title	Type	Key words	Page no.
C1/069 - South West London NLC	Footprints in all corners of the network - embedding enquiry throughout schools	Workshop	Network toolkit, independent thinking, climate for enquiry, vignettes on enablers & blockers, buy-in, momentum, accelerate impact	63
C1/081 - Edensor, Longton and Sandon Partnership	Research into practice	Hotseat	Core activities related to G&T, staff research, impact on learning attitudes and values, accredited research, transition, early years, learning styles	64
C1/115 - Boston NLC	Our past, present and future	Forum	Where we came from, extending reach with action research, the future - for recruitment, for children, for everyone	64
C1/128 - Bolton Pastoral NLC	How do we tie the knots and threads of networked Bolton?	Workshop	Reflect on success, tackling challenges, maximising pupil and adult learning, Bolton's pupil handbook, link to integrated services, impact on standards	65
C2/043 - Learning to Learn	Promoting a culture change to enable pupils to have a real voice about their learning in schools	Consultation	Pupil voice to transform learning, culture change, power and potential of pupil voice, pupil conferences at transition, learning to learn annual conferences, learning styles, thinking skills, AfL, pupils as evaluators, observing learning, motivating and training pupils for leadership, dissemination	65



Hub H: Pupil learning gain

Network	Conversation title	Type	Key words	Page no.
C1/006 - The Yorkshire Triangle NLC	Paired reading and peer tutoring	Workshop	Investigate the impact of reading partners	66
C1/015 - Billericay Education Community (BEC)	Cross phase community collaboration workshop	Hotseat	Learning styles, gifted and talented students, students as researchers	66
C1/016 - Berwick Tweedmouth NLC	Assessment for learning and thinking for learning strategies	Consultation	Pupil assessment for learning	67
C1/062 - Bransholm Networked Learning Community	Implementing co-operative learning strategies throughout a network	Consultation	Co-operative learning strategies: improving speaking, listening and thinking skills, transition from KS2 to KS3, pupil involvement, peer observation	67
C1/070 - Think First – Connecting the Curriculum for Learning	Learning journeys - connection the learning	Consultation	Learning journeys, personalised learning, visual reference point for learners	68
C1/095A - The Tyndale Tisbury NLC	What is learning?	Forum	Pupil self evaluation, change management tools, thought shower technique, school policy	68
C1/124 - East Manchester LEAPS	Using collaborative teaching and learning between all NLC schools to impact on pupil learning at key points within transition	Forum	Transition, multi-agency approach, easing transfer from KS2 to KS3	69



Learning conversations

Part 1 – key words

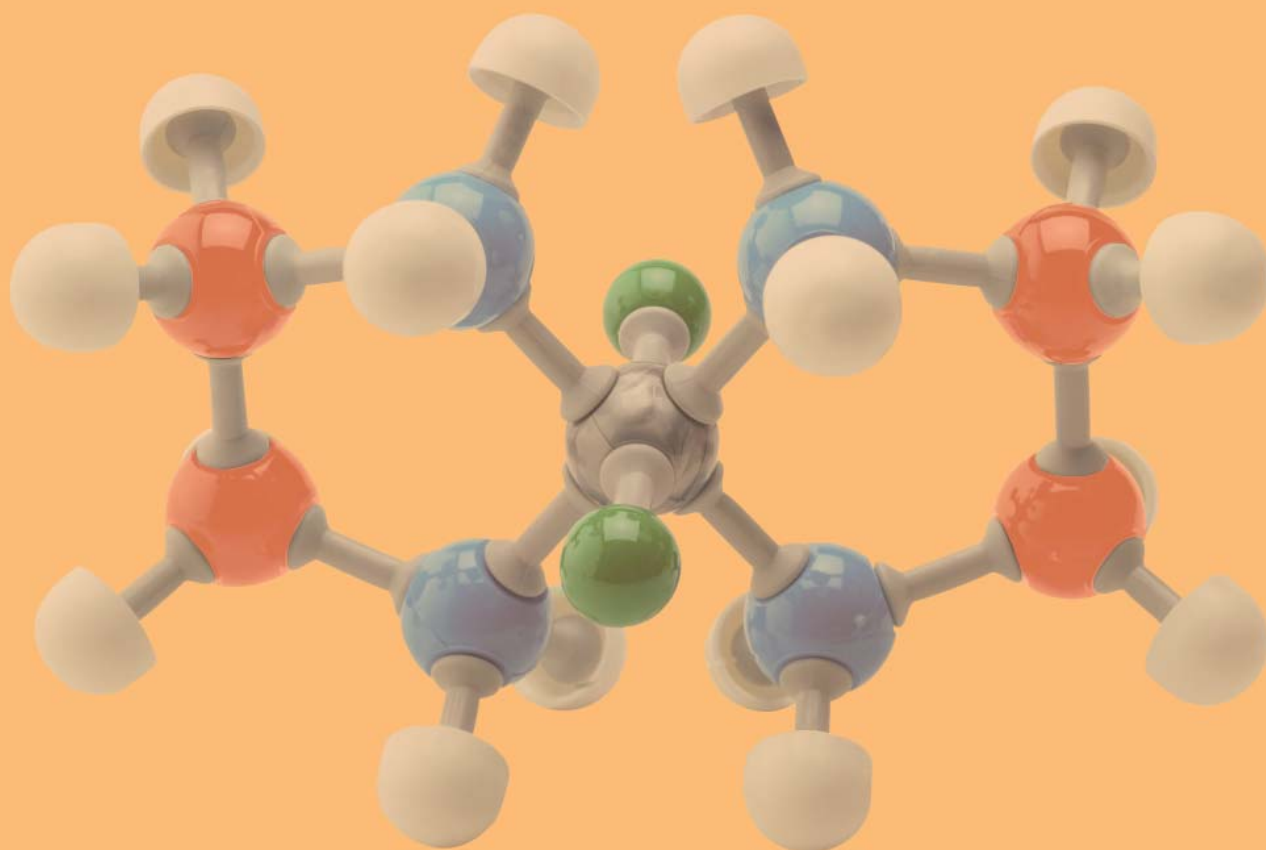
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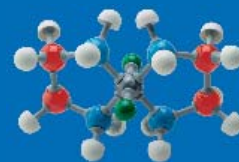
Network	Conversation title	Type	Key words	Page no.
C1/127 - Plymouth Networked Learning Community	Does success in high status creative projects lead to pupils who are more motivated to achieve and tackle conflict situations?	Hotseat	Provide children with low self esteem the opportunity to perform in successful activities: teaching them to resolve issues, enthusiasm and commitment to tackle new situations	69
C2/048 - Networked Learning Bath	Consulting children about their learning and participation in school life	Forum	Foundation of independent learning, consulting children about their learning	70
C2/087 - Transforming Learning Together in Oldham	The concept of the wizard learner	Workshop	Demonstrate classroom strategies to enhance learning, thinking actively in a social context, self evaluation strategies, peer coaching, working together	70
C2/110 - Inside out, Outside in.	The creative curriculum	Consultation	Children lead their own learning, the importance of celebrations and special days	71
C2/119b - South Cumbria Primary Learning Innovation Partners	Learning Innovation Partnership	Consultation	Accelerated learning styles, different strategies for learning and teaching styles	71
C2/111 - The South Suffolk Learning Community	Pupil responsibility and creating independent learners	Consultation	Independent learners, professional development learning, how to learn effectively, lead learners are members of staff	72
C2/154 - South Lakeland Inter-school Consortium	Bringing together by singing together - collaborative adult and pupil learning	Hotseat	Infant music celebration, learning journey of collaborative and pupil learning	73

Learning conversations directory

Part 2

Summaries



**C1/030**

Bedfordshire Schools Improvement Partnership (BSIP)

Teachers and pupils learning together



Workshop

We would like to hold a conversation about how pupils and teachers have successfully worked together in a small network to share knowledge, expertise, understanding and opinions. We would like to tell people from other networks about our network pupil voice groups, where 2/3 pupils from all the member schools (lower, middle and upper) meet regularly to discuss issues with their learning and develop ways of enhancing or changing it for the better. We would like to tell people about how the group has worked how it has been organised and the successes of the group. We would also like to tell other networks about groups of teachers doing mini action research on the same curriculum topic and the use of ICT in these subjects. We would like to share how these groups are adding to the expertise in our community network and how pupils have been working alongside the teachers to give the teachers feedback on the lessons. We would also like to give networks an example of a network project that is working within our network to bring schools together to share resources, expertise and enhance ICT use in Numeracy and Literacy.

C1/046B

Local Enquiry and Research Network (LEARN)

Improving practice for operating truancy patrols



Hotseat

Peter Bibb is a Senior Education Welfare Officer for Wolverhampton Children and Young People's Department and has undertaken research into truancy patrols. His research shows how positive working relationships between various professionals can be successful in helping to improve practice for operating patrols. His work falls into the theme of inclusion, one of a number of themes that LEARN's researchers are involved in. This learning conversation highlights the various roles that stakeholders have and pays attention to the health and safety aspects of undertaking truancy patrols and how these can help or hinder the effectiveness of the patrols. The research includes the use of school "pass-outs" which pupils must produce to prove they have permission to be out of school. Peter reveals some interesting statistics about truancy and discusses valid explanations as to why certain groups are failing to attend lessons. It will be interesting to see whether Peter's findings and experiences are similar to colleagues from around the country. Peter also has a number of different expressions for truancy. You may be able to add a few more regional variations to Peter's ever-growing list.



C1/047B

Primary Learning Network (PLN)

Teachers that can tech!



Workshop

The Primary Learning Network learning conversation will give an overview of the mechanisms that are in place for disseminating good practice sharing resources and ideas and introducing new skills to network teachers. The workshop will be based on our most recent twilight session. The session was titled “ICT and Science - Embedding ICT Successfully”. The workshop will allow delegates to take the role of a PLN leader or learner and give them a feel of how the network operates during these sessions. The key artifact is our most recent Resource Sharing CD (and an associated booklet). The CD contained a mixture of IWB flipcharts, flash files, PDFs, Word files, Mpegs and Weblinks to support the Science curriculum. The course booklet also contained practical information such as instructions for using sensor equipment and ideas for classroom use. Teachers completed an investigation using light sensors and the associated software. The opportunity to use this equipment will be given as part of the workshop. Teachers were encouraged to take these new resources away and further develop their use. In some schools the files were placed on the server and added to by other staff members. The resources were compiled by PLN Co-leaders with some content being submitted from member schools. This year the PLN has run workshops on Webquests, ICT/ Design Technology Links, ICT / History links, “Blogging” and Mindmapping. During practitioner support visits PLN Co-leaders offer colleagues advice and guidance so that they can develop ideas from twilight sessions further. At times specific support such as IWB training is also offered.

C1/052

The Organic Learning Project

It's all in a feeling' – developing emotional literacy



Workshop

We will be sharing practical strategies and programmes to develop emotional literacy both on a class and whole school basis. We will look at developing both pupil and staff wellbeing. It will be an interactive workshop with the opportunity to look at and discuss resources which can be adapted in any school or network setting. We will outline how successful children's conferences have been run with 'Learning Walks' where children give presentations for each other, sharing ideas and resources. We will be discussing the network's peer support at 'bring and brag' sessions where good practice is shared and new resources and ideas are discussed. We will talk about the wider impact that the project has had including the development of nurture groups and parents' evenings. We will share publications and discuss our plans for the future including an Arts residential photography project and annual conference which all aim to develop emotional literacy for staff and children in creative ways. We will discuss how we hope our network ideas can be transferred and adapted for Primary Strategy networks sharing expertise with colleges to raise awareness of trainee teachers and other groups e.g. the Caph conference. We will share what has been learnt from International visits. Most importantly we will share what the impact has been on learning and how children have influenced and contributed to the processes involved in the project. The impact of the Organic Learning Project has been far reaching, and at all levels, in building self-esteem, managing emotions, creating positive language and strengthening relationships. This quote sums it up, 'S...s mum doesn't want him to be taken away by Social Services any more.'

**C1/071****Lincoln Learning Network****A creativity skills framework****Workshop**

This forms one strand of a skills-based curriculum which has been developed by the network. It will be used by teachers as a planning tool and will move the focus from being content driven to learning led. There are six strands which make up the whole framework and these are based on the six areas of learning of the Foundation Stage Curriculum. The conversation will allow us to share this resource and consider how the Learning Framework might be developed into a user-friendly working document.

C1/073**South Ribble Learning Consortium****Enhancing teaching and learning across a network using ICT****Workshop**

The workshop will explain how the South Ribble Learning Consortium is using a common Virtual learning environment to develop and share teaching and learning resources. The workshop will show some of the strategies that have been developed to enhance teaching and learning across the consortium.



C1/090

Stockport Success Through Learning Network

Filming - the use of DVD to share good practice



Forum

We plan to use DVD to share good practice, celebrate our achievements and communicate our successes to others. We have adopted a storyboarding technique - making decisions about the number of frames, their objectives and titles. Filming has started this term - five schools have already been filmed.

C1/117F

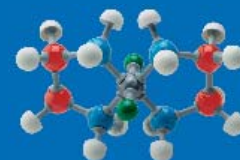
North of England Cluster of NLCs: Transforming Schools

The learning compass - leading learning in the right direction



Consultation

The Learning Compass is project designed to introduce all classroom staff to the best in thinking and learning skills. Set up as a cross-phase project by the Transforming North Network of Learning Communities, the Learning Compass project provides a clear progression of thinking and learning skills from reception class right through to sixth form. Drawing on best practice research, a dedicated team of Compass Point Writers produce short articles about worthwhile thinking and learning skills, capped off with a useful page of cross-phase ideas for using the skill being written about. The Learning Compass Pointers are distributed by email once a week and over a hundred and ten schools and organisations currently subscribe to this project. Feedback from a recent questionnaire proved that staff welcome this jargon-free research that lands in their pigeon-hole once a week. Crucially, the vast majority of the respondents read all of the pointers and had used the ideas with their classes... The project is run by Jeremy Atkinson the deputy head at Claypool Primary School and Angela Hardman an AST from Rivington and Blackrod High School.



C1/104

Hartlepool Networked Learning Community (HNLC)

Sustaining collaborative enquiry in Hartlepool



Forum

This is an extract from a document we produced three years ago, as we started our journey: 'This learning community of 13 schools is located in the town of Hartlepool on the North East Coast of England in an area of considerable socio-economic disadvantage. The network almost covers 50 percent of the Local Authority as it is a small unitary authority. The community is based around a common and compelling learning focus. We have quite deliberately placed the emphasis on bottom up, inside- out improvement, with a focus on re-professionalising the work of teachers. We wish to move towards shared values and aligned priorities. We have established collaborative enquiry as our central and most powerful vehicle for learning and are building our leadership capacity through a major investment in our lead learners who are the vanguard of the enquiry process. We have an essentially optimistic and hopeful view of who we are and where we are headed. We aim to innovate our practice find better ways of doing things and make our schools fantastic places to learn and work. We embarked on this enterprise convinced that we would find the key to unlocking the vast untapped potential in all our schools.' What was our NLC focus? 'The Hartlepool Networked Learning Community exists to discover insights into some of our most profound and perplexing questions:

- How can we continue to raise achievement of all pupils in a sustainable way?
- What are the barriers that prevent all pupils from learning in a powerful way?
- How can leaders' capacity be developed and focused coherently upon the learning of all pupils?'

Where are we now on the journey? We were asked to speak at the launch of Northumberland Local Authority Primary Strategy Learning Networks recently and one of the questions was 'What have you learnt in how to develop a learning community?' it was easy to provide examples of a number of 'blockers' that we have met along the way but it was even more encouraging to talk about the successes. We also discussed that the HNLC is at a crossroads and today is important in that you the teachers and teacher assistants in a learning network can decide on ways forward that support your school improvement agenda and don't become a burden.

Today in our forum..... We have invited two head-teachers/co-leaders and teacher enquirers from four different schools who have researched into pupil self-esteem and confident speaking. They will host a question and answer session to not only demonstrate how cross school collaborative CPD can be powerful but can also prove challenging. This will be a very interactive session.



C1/129

The Leading Edge Network Community

Video streaming technology to help share practice



Workshop

The sharing of knowledge and good practice across a network of 14 secondary schools from four Black Country Local Authorities is a major challenge to us. We have recently invested in state of the art video streaming technology in order to facilitate our sharing of practice. We have our own ideas as to how we are going to use the technology and we would like to share those with you. However we don't pretend to have a monopoly on creative ideas so we would like to hear your ideas and listen to your reactions so that we can then determine our best way forward. Come and learn about this new technology and give us feedback and ideas that will help us to share practice and so improve pupil achievement.

C1/136

The Redbridge Learning Community

Personalised learning through AfL



Workshop

This session will be hosted by Sir Alan Steer, co-leader of the Redbridge Networked Learning Communities. He will describe the innovative approach to Teaching and Learning at Seven Kings High School and will explain how AfL has been introduced throughout the school and has led to improvements in teaching and learning. Through this pioneering work Alan has made regular contributions to research and government thinking. He will discuss what he means by personalised learning and how it has been developed at his school. He will then outline the highly successful work and impact of the AfL network, which currently has a membership of 28 schools cross-phase. He will explain how the network has made the network ethos of learning with each other from each other and on behalf of each other a reality. He will illustrate how knowledge has been created and transferred in the network and how new opportunities for leadership and professional learning have been created. Fellow headteacher and network participant, Jane Hadrill, will discuss the impact of the implementation and use of the research lesson at Mayespark Primary School. The newly published AfL handbook and RNLC newsletter will be available to delegates.



C2/020

North Leeds Networked Learning Community**A journey in lesson observation****Workshop**

All the eight foci of our network are geared to impact on the student experience through the quality of teaching and learning. The challenge we are facing is how do we quantify this at all and how can we be sure that year on year there is an improvement? We will be open about the complexities of creating a consensus as to what constitutes an effective lesson between eight very different schools, most of our experiences at the start of our network's life indicated that we did not even have a uniform understanding within each individual school. Our conversation will describe how we set out to establish a common language to describe the effective lesson. Only when colleagues in our schools have the tools to talk the same language and have agreed what the goal is, could we be confident that we had the levers to impact student experience. Indeed we assumed that only when colleagues in our schools had the tools to talk the same language could any genuine "school-to-school" learning take place. So we set out to establish:

- The common language and understanding of effective the effective lesson
- Skills to recognise effective teaching and learning
- Coaching skills that will facilitate feedback and enable the teacher to take responsibility for further developing their skills.

We will describe the journey our network took starting with expertise developed in one school during Year 1 where time was allocated for middle leaders to facilitate classroom observation, and how the outcomes of this experience was shared and developed across the network. We will describe how we set about extending that initial impact by planning, commissioning and developing the use of own multi-media resources, made within the network, to ensure that the learning was not geared to what was being observed and being recorded but rather colleagues were becoming skilled in understanding how to see and how to respond. We will show how we developed support materials and commentaries for use across our network and how we sought to dovetail this with our developing understanding of student perceptions established through using 'transforming learning' and our work on assessment for learning. we will illustrate our progress with a case study of how one of our schools has used the learning in Year 1 and piloted the use of the multi media resources to develop a learning entitlement for students and a bench mark for the effective lesson. We will happily share what we are learning, but we are the first to recognize that this journey is "work in progress" and advice contributions and reflections from friends in other networks will be really welcome.



C2/050

Think Deep Cluster

Collaborative and networked professional learning using RLS



Workshop

This learning conversation will explore the seven principles of a Research Lesson Study (RLS). It will provide classroom examples of how we used the seven practical steps to undertake this collaborative continuing professional development that starts within a classroom context. The workshop will be an opportunity to share both the methodology of RLS and give examples of its use in classroom contexts.

RLS is an action research strategy that can be used by groups of professionals to devise systemic enquiry based studies, leading to improved learning opportunities for both teachers and pupils. The contextual focus for these RLS have included pupil self assessment in mathematics Key Stage 1 and improved thinking skills using De Bono's Thinking Hats in Key Stage 1.

We are also exploring the future development of RLS as some of our network schools have successfully applied to become Primary National Strategy Learning Networks (PNSLN). Some of the questions this raises are: How we can use this form of action research in a different context? Will the RLS work in a larger group of seven schools? What possibilities will it provide? What solutions will need to be found? How do you embed new pedagogic strategies into a large number of schools which contain the Foundation Stage as well as Key Stage 1 and 2?

C2/137

Derby City Schools' Learning Network

Student voice – partners in decision-making



Hotseat

To share with delegates how - at one school - students were trained as researchers, how they undertook their research and the positive benefits of their research to the school and to the students themselves. Also, how what they had done was shared with students from other schools at our milestone conference, thus enabling staff and students from all schools within the network to learn from each other's experiences. In addition, to describe how staff, teachers and teaching assistants were trained themselves. To display resources which the network has found beneficial and to talk about contact with another network which has student voice as a focus. We would like to explore with other delegates the structures and practices which need to be developed in schools to enable student voices to be heard and actioned.

**C1/013****Hexham Partnership of Schools****Developing the role of teaching assistants****Hotseat**

A working party from the Hexham Partnership of Schools has been working together to ensure that the invaluable role of the teaching assistants working in our schools is further developed. An essential aim has been that the teaching assistants are provided with consistent opportunities for professional development and the sharing of best practice. Furthermore the teaching assistants should be well motivated well trained and well informed so that they can work effectively with teaching staff to raise standards in all our schools. It is hoped that having a 'learning conversation' will provide the opportunity to share what we have learned from the initiative as well as offering us possible ways to further develop and improve this ongoing initiative within our NLC.

C1/030**Bedfordshire Schools Improvement Partnership (BSIP)****Student voice - a vision of networked empowerment****Workshop**

The aim of this learning conversation will be to examine how student voice can be embedded across a network to improve teaching and learning in every classroom, to involve as many students as possible, and to ensure a sustainable future for collaborative student voice in your network. In order to provoke interesting discussion we will be viewing motivational footage from a recent pupil involvement conference and engaging in activities to challenge and inspire delegates and share in celebrating successes. The learning conversation itself will focus on three main areas the achievements and benefits of those who currently engage with student voice at a network level and the impact it has had. This will allow delegates to see the power of student voice and the different forms it can take, after all, student voice isn't just about school councils and redecorating the toilets! Whatever challenges and fears people have faced, be they a student, a teacher or a network co-ordinator, you can be sure that there was a time when they thought student voice just couldn't succeed. By looking at the challenges commonly faced by many people we hope to discuss ways in which they can be overcome and the lessons that can be learnt from such experiences. Finally, we will be discussing just how student voice can be implemented across a network, the strategies that should be employed to ensure its sustainability and long-term success. There will also be an opportunity to discover how other networks have empowered all students in the networking process and just how student voice can be one of *the* most powerful tools in transforming teaching and learning at all levels.



C1/045

Primary Schools Learning Network (PSLN)

The development of pupil voice



Forum

Our network is currently involved in an audit of levels of student participation across our schools. This is involving reflection upon student consultation, student agency and students as agents of change. Our discussion in the forum will enable us to consider levels of pupil voice in which we are engaged and what actions we should prioritise in the next year.

C1/058

Rushden and Higham Ferrers NLC

Sustaining action research in a climate of change



Hotseat

We will share our journey into action research whilst also providing delegates with an outline of the structure and organisation of our enquiry group. This is a successful group that wants to continue with its valuable work as we move into our fourth year of networked learning. However there seems to be an obstacle in the way... The Local Authority has recently established 'Area Improvement Partnerships' to which all schools in a given area (or 'cluster') automatically belong. This means our lean and effective network of seven schools is now obliged to be part of a larger learning network of fourteen schools, some of which have no experience of networked learning. Therefore how do we embrace our new partners whilst also maintaining our existing levels of momentum and development?



C1/091

The North East School Based Thinking for Learning**Implementing and sustaining students as researchers****Forum**

We are embarking on the development of students as researchers. We have experience of teacher-led groups of enquiry and have existing partnerships in which there is a strong student voice. We need support and guidance to critique our initial attempts at launching student research and suggestions (or even better examples) of how this type of work can be sustained to have an impact on school development.

C1/102E

Toolkit for the Independent Learner**Developing learning logs****Workshop**

Using pupils learning logs to explore the concept in practice. Time for delegates to reflect on the log as a tool to enable pupils to represent and evaluate their learning, whilst acting as evidence of pupil learning for teachers.

Outcome of the session, delegates devise questions to develop their understanding of the learning log and our learning journey.

Plenary, our next steps forward, a joint discussion for the panel and the delegates.



C1/114

Opportunity Network

Developing collaborative learning within our network



Workshop

Our learning conversation will focus on the development of collaborative learning within our network, at classroom level, school level and across the network. We will share our experiences of establishing subject network groups and enquiry teams, our successes and failures, and how we have embraced the learning to learn agenda through the introduction of building learning power into all our schools. We hope to gather ideas from colleagues as to how we can further develop this work in the future building on what we have learnt and accepting that we need to move and grow.

C1/120

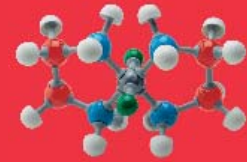
Penryn Partnership Plus

Collaborative enquiry



Forum

Our networked learning community has experience of two large-scale collaborative research projects involving staff (teachers and teaching assistants) and pupils from eight primary schools. Both enquiries focussed on KS2 narrative writing skills and the link between pupil self-assessment and teacher formative assessment. An additional and important focus was the impact of ICT solutions designed to be non-bureaucratic and highly informative. The first project involving 200 Year 6 children was highly successful in terms of value-added progress for each school's Year 6 children. The second project involving 800 Year 3-6 children was both patchy and disappointing. What we want is a learning conversation around the issue of what makes for successful school-to-school collaborative research. We would like to share our experience with others who have attempted large-scale research to develop a model of (a) what works and (b) what doesn't work. We anticipate a 'forum' where we share our experience and analysis and receive feedback and ideas from others in the spirit of problem-solving to find networked solutions.



C2/143

Leading into Learning

Knowledge traffic – increasing the flow of knowledge within our learning communities



Consultation

We are very conscious of the wealth of professional knowledge that already exists within our community of schools. The challenge we face is to find ways to make the exchange of this knowledge easy and effective. In our learning conversation we will present some of the processes we have been using over the last year to increase the knowledge flow. This includes our knowledge exchange prompt form, targetted e-newsletters, action learning reports and our global NLC newsletter. We will welcome feedback from participants and are keen to learn how you have been addressing similar issues.

C2/002

The Belgrave Learning Community

Powerful yet fragile – sustaining a network beyond today

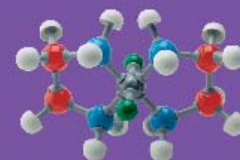


Consultation

Our learning conversation is based on our network journey over the last 15 months from a beginning, where we all shared disappointment, through to where we are today, looking forward to the future. This journey identifies the significant milestones which we believe have been instrumental in moving our network from being an 'old group' to one with 'a new way of working collaboratively', focussing continually on child and adult learning. Each of the significant milestones is explored briefly, identifying how our network has been proactive in terms of the processes and strategies adopted. Also identified are the barriers and challenges we have faced and will continue to face if we are to sustain a successful network. On route there has been a shift in focus in headteacher meetings separating out the day to day minutia and 'pyramid' business, to network meetings where members collaboratively aspire to raise standards enabling all pupils across the network to succeed. Continuing professional development opportunities have increased tremendously for all staff across the network. A collaborative enquiry group of middle managers has indentified a common focus for research - the impact that reflecting on and changing teaching styles has on children's learning. This mode of research enquiry can be seen as a blue-print for future developments across the network. The 'uniqueness' of our network in appointing a 'network leader' funded by all schools in the network, does and will, pose financial challenges. (Our network is a non- funded associate NCSL network). In any learning network there is a need to build capacity to sustain the network. Our network is addressing this challenge through distributed leadership and the creation of the 'impact team'. There are threads interwoven in the development of our network which we have indentified as enablers - key factors.



These will be apparent as our journey unfolds. We call these 'The 4 C's' ...commitment Communication Collaboration Culture. It will be clear that some of our success so far can be attributed to the fact that we are working together on a common goal and shared understanding for the good of all the community. There is a transparency, trust, and respect. The diversity across the network is acknowledged and valued – schools are competitive but not in competition with each other. All schools in the network are willing to learn with and from each other. There is a shared belief in the power of the network, where everyone celebrates, our successes. However, there is also a shared understanding that we need to build further capacity for sustainability into our network development to ensure it remains powerful and does not become fragile. The 'how?' is one of the questions we will be posing.

**C1/008****North East Bradford NLC****Use your head****Forum**

North East Bradford's Learning Conversation is based on a pilot for Learning Exchange, that has been developed during this academic year. The aim is to promote differing levels of learning and devolved leadership: provide structures and exemplar materials; encourage co-operative planning and delivery between networked schools and support the adoption and adaptation of these intra-school. We consider that this process will allow for realistic sustainability. The agreed theme was 'thinking skills' and the vehicle developed for training was called 'use your head'. The conversation will share materials and processes: discuss areas of success and difficulty and hopefully sustainability.

C1/014**Ellis Guilford Family NLC****Stories of change****Hotseat**

Our learning conversation is entitled "stories of change" and outlines how action research has led to classroom change and improved teaching and learning. Since 2002 the network has bought into an action research programme for teachers run by Nottingham Trent University.

Three stories outlined today, look at how collaborative enquiry into transition and provision for gifted and talented pupils has led to improved adult and pupil learning. We will outline how change has been brought about by adaptation and redesign within classrooms by colleagues in other contexts. It is about transfer of best process rather than of best practice. In each case we will describe "a way of working" rather than "a prescribed set of activities". One story will look at how an Early Years Unit was established in one school to facilitate transition from nursery to Foundation 2/Y1. The second will look at transition at Year 7 and will focus on how whole school change can be facilitated through collaborative action research and leadership. The final story will define how a group of gifted and talented co-ordinators established a strong and supportive working network across a family of schools to bring about change.



C1/023

Critical Friendships Facilitating North Leadership

Critical friends problem-solving



Workshop

CHiLL network is all about self-evaluation and using a critical friend to help support a school's enquiry. In this workshop we want to share a problem solving technique that we use when training critical friends. Delegates are invited to 'bring a problem to share'. We will choose one delegate's problem and then as a group of 'critical friends' we will help the chosen delegate to find possible solutions.

C2/060

Gendernet

How do boys teach and learn a game?



Hotseat

Groups of pupils from the six schools in the network were asked to select and teach each other an indoor and an outdoor game. The groups and the activities were gender specific. The children's teaching of the games to their peers was observed as were the responses of those being taught. The activity was highly structured to ensure that everyone knew what they were doing and that sufficient time was available to enable all the groups to undertake the task. The games that were being taught were:

Potato & Carrot Game, Elephant Charge, Twenty Questions, Categories, Who's got the Ball? Who's changed seats? Duck Duck Goose, Letter Logic, What's the time Mr.Wolf? Word Game, Suitcase, Cat & Mouse.

A copy of the organisation of the day together with a recording chart is available from the Gendernet stand and/or the Gendernet website if other schools/networks want to try out the activity. www.gendernet.org.uk

**C1/080****Sevenoaks District Local Learning Group (STAG)****Moving on and up!****Workshop**

We would like to share with you our experiences of student research. We set up two Student research projects in our secondary schools to investigate transition from Year 6 to Year 7. The teachers involved in the projects will share their experiences including:

- The key aims
- The research process
- The impact of the projects using pupil interview extracts
- The outcomes
- A reflection - What have we learnt?
- What should we do next?

We feel that our student research projects have had a huge impact on pupil learning. The results have had a impact on Year 6 pupils entering Year 7. The project has developed the learning and leadership skills of our teachers. It has also provided an opportunity to involve all our network schools. We would also like to share with you our 'moving on up' artefacts for use in your own schools. We are also interested in your own thoughts and ideas.

C1/098**Consortium for School Improvement (CSI)****Student voices from Year 9 – schools of the future.****Workshop**

CSI students and teachers will illustrate the work being done in network consortium schools in developing skills of students and enhancing this knowledge of learning. The rationale for this and hoped for outcomes of this focus on student voice activities will be explained and reinforced with relevant handouts and the actual work being done will be illustrated by resources to take away, DVDs and a student presentation. A group of Year 9 students will present their views of schools in the future and highlight some of the key issues to be addressed from their perspectives as students. The presentation will allow for audience interaction and discussions with the students.



C1/111

The Walsall/Coventry Consortium (WACO)

Research through distributed leadership



Forum

Our network has been very successful at carrying out a wide range of different research briefs into issues such as assessment for learning, personalised learning and thinking skills. This has been achieved through the empowerment of middle leaders who have developed a set of skills which have contributed to their success as middle leaders. We would like to share with others how we have made this strategy work and the extent to which it enabled our middle leaders to develop.

C1/126

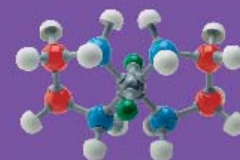
Pendle Small Schools Learning Community

Children of the network – Happy New Year Chinese style



Workshop

All our network schools collaborated together to plan a learning experience for all Year 5 pupils, around the theme of Chinese New Year. Learning experiences were shared and experts brought in, so by the end of the week pupils had tried Tai Chi, danced in a Chinese's dragon, cooked Chinese food, worked with artists and made Chinese music. This was culminated at the end of the week, when all Year 5 pupils got together at one venue, to share their learning, celebrate their work and take part in workshops. Our conversation is a sample of some of the activities ...so come along and learn something new and collect a pack about how to host such an event in your network.

**C1/135****F1 Schools**

Walk, stop, listen, talk! The Highway Code for Learning Walks



Hotseat

Staff in the F1 network have benefitted greatly from the introduction of Learning Walks as a vehicle for continued professional development. Open to all staff, schools within the network have identified areas of their everyday practice which they feel confident in and would be happy to share with colleagues from other schools during a morning or afternoon. Walking around the school, stopping to observe what is taking place, listening to the experiences of colleagues and other pupils and then talking through some of the ideas and any questions that the visit may have raised has not only improved classroom practice in other schools, it has also positively motivated the staff who have taken part. Come and listen to the experiences of four members of the F1 network take the opportunity to ask questions about how learning walks are set up and offer us some ideas so that we could improve our practice.

C2/014**Tyneside NLC**

Curriculum leader forums - stepping backwards to move forwards



Hotseat

This learning conversation explores the work we have undertaken on curriculum leader forums, stepping back in time to take learning forwards.

In March and April of this year, we organised a series of curriculum leader forums bringing together subject leaders from across the network schools to explore issues of common interest. The initial focus was to share strategies for preparing students for GCSE examinations but it was hoped that this focus would grow. The only requirement placed on meetings was that any collaboration planned should have a direct and measurable impact on pupil learning.

The result of this is that across 15 subject areas, separate networks of colleagues are collaborating on a variety of projects designed to enhance pupil learning in a curriculum area. Each school in the network has set up a research and development team to gather, process and design structures to disseminate the learning that is taking place. A network research and development team co-ordinates this work and ensures that the appropriate learning is shared network-wide. Teams of teaching and learning coaches practise in each school, testing the strategies and generating feedback for the curriculum leader forums to consider. We are in the early days of this initiative but many of the resulting collaborations are now self-sufficient and independently led.



C2/082

Blackburn with Darwen Action Learning Network

Pupil voice conference and Eco Warriors!



Workshop

The Blackburn with Darwen Action Learning Network learning conversation will be held by two lead learners from one of our network schools who want to share our network's experience of holding a pupil voice conference. The network schools want to involve pupils in their own learning using the AfL model. To develop this it was decided to provide a focus for all schools to be involved in and work towards, culminating in the network's annual pupil voice Conference. The Eco Warrior theme for the conference was decided upon at school council meeting and approved by the network's Lead Learners. The aims were: - To allow the pupils to decide upon a topic that was of importance to them that could be governed by the pupils. - To increase each school's recycling capabilities and reward them at the end of it with pencil shaped recycling bins for ongoing recycling efforts. - For the theme to be expanded into the Eco Schools Award scheme - To ask pupils to complete a questionnaire on what makes effective learning - the data to be used to help improve the quality of learning in each school. The framework for the conference was set up by developing the following: - Elections of pupils to eco warriors - Tasks given to the elected pupils - Eco Warrior half day action enquiry - Conference day presentation - Conference day collection of items for recycling - Money raised for network schools from recycled items - Ongoing recycling efforts - Pupil questionnaire on effective learning – results to be distributed in the Autumn term. The conference day itself was structured into a morning session of keynote speakers and pupil presentations and the afternoon was split into four workshop sessions with a variety of workshops such as critical thinking skills, massage in schools, community beat officers, healthy schools and walking bus scheme, to name a few. The lead learners will discuss the process, what could have been improved, and what the learning outcomes were. However as the conference is yet to take place, further details are unavailable at present!

C2/146

Leaders for Learning in Sandwell

Creative teaching and learning in Sandwell



Hotseat

Leaders for Learning in Sandwell is a network of teachers from a range of different primary school settings within the Local Authority. The teachers within the network are using research and enquiry methods to inform their own classroom practice as well as facilitate whole school improvement projects. The key focus of the network is to improve standards through developing innovative teaching and learning approaches within their schools. The network consists of around 12 teachers who meet regularly to share good practice, compare and discuss their research projects, network with others and learn from training opportunities facilitated by the network. The main research areas within the network include: - Raising awareness of visual, auditory and kinaesthetic learning styles - Developing a more creative curriculum based on a thematic approach - Using P.S.H.E. to raise self-esteem in pupils and develop the concept of 'pupil voice' - using 'learning tools' in schools The network is well established and consists of several core members. This has now been extended to involve new members inspired by work already developed in their schools. Many members of the network have already undertaken an initial piece of research relating to projects within their own schools. These findings have been shared with other schools within the network, more widely in the Local Authority and at a regional networking conference. The network would benefit from comparing their work and sharing their results with other research networks as well as learning from others. The learning conversation would facilitate this process and hopefully assist by exploring options for further developing our work on raising standards through effective teaching and learning initiatives. Members are also keen to share and discuss their experiences relating to the effectiveness of the network - which has developed into a strong team, and explore ideas for more creative networking opportunities.



C1/119

The Halesowen Networked Learning Community

Whole-school learning exchanges



Workshop

The answer to the question is ... in the school next to you! Halesowen's NLC's Guide to Successful Whole-School Learning Exchanges. Our learning conversation focuses on our experiences as a network organising and engaging in whole-school learning exchanges. We are a large network of sixteen primaries three secondaries and one special school. The logistics of developing, managing and sustaining network activity has been complex, often challenging but very rewarding. We have genuinely surprised ourselves at the level of activity we have been able to achieve and the impact it has had on our children's and teachers' learning. One of the most ambitious activities we have undertaken has been whole school visits to neighbouring schools in order to learn from one another. The idea of the learning exchange grew out of two visits to Baltimore that were part funded by the British Council. Nine Dudley headteachers linked with principals in Baltimore schools, the close working and intense sharing that this involved was inspirational. In particular it led to a realisation that:

- Being in another context excites deep reflection
- Learning conversations between professionals highlight school improvement issues
- Being outside one's own comfort zone excites learning
- People transform only from the inside out

In our learning conversation we want to share with other networks our rationale for undertaking these learning exchanges, the protocols we adhered to, the personal stories of colleagues who engaged in the exchanges, the impact and outcomes on teachers' and children's learning and an exploration of our future thinking around this area of activity. We feel our workshop would be useful to networks who are thinking of embarking on whole-school learning exchanges or who have engaged in a similar activity and want to compare notes! We are convinced that this kind of collaboration further progresses our school improvement agendas and strengthens our core belief that we knew more collectively than we do individually.



C1/036

Newham Way Co-operative

Working with each other, learning from each other – networking teachers and children



Consultation

Our conversation will look at how as a network of schools we have developed from networking year group colleagues, planning the curriculum, to being able to network Year 1 children in the holding of a network day for children, where children went to different schools to collaborate on a project together. We will look at the benefits of both of these activities from the point of view of both the teachers and the children.

C2/042

Weald Ridge and Valley Educational Resources Syndicate

Creating and evaluating training networks across key stages



Consultation

The conversation will focus on our experience of setting up a network of training opportunities and resources that take place within our network and in particular across the key stages of the National Curriculum. The conversation will focus on a number of different aspects, including how we have decided on priorities for projects, how we have built in capacity for the network, who has been involved in the projects and the focus of the projects themselves. A number of issues have been raised through working in a rural network which includes one secondary school and eight feeder primary schools and it would be interesting to receive feedback on other networks' experiences of similar set ups. The question of who leads the training activities and who should be involved is just one of the initial considerations. The conversation will give time to reflect on the variety of training activities that have taken place in the network, for example, individual projects, network training days and meeting sessions, all of which have driven the network forward. This in turn will lead to questions about how the training activities and resources have impacted on the professional development of colleagues within the schools and how the students in different key stages have benefited in terms of their learning experiences.



C2/057

Tarleton Ormskirk Banks and Aughton Consortium

Changing minds and attitudes to ensure sustained networked learning into the future



Forum

Our learning conversation will provide an introduction to the work we have carried out so far in our network of seven primary schools. Our work centred around VAK and Science, however this has expanded across other curriculum areas. Our conversation will discuss the lead up to, and follow up from a science day for 300 year three children from seven schools, brought together in one school for a day covering VAK based learning in all areas of science, drama and video-conferencing. Our work has involved research, training, planning across schools, team teaching across schools, teaching and planning together with teaching assistants, teaching in other schools, resourcing collaboratively and learning together. Our learning has moved into developing thinking skills and problem solving, mind mapping and using thinking hats and thinkers keys. The focus has transferred into other curriculum areas particularly Literacy. We have focussed on building trust and developing strong professional relationships where there is genuine sharing of learning. Adult learning and leadership learning has been a key component of our success and development. We will concentrate on how preparation for the day impacted on all aspects of our learning, how this has subsequently developed and question how it may develop further in the future. We have highlighted the processes that we have gone through as a learning network. We have all moved from the question of “How will this impact on me?” to “How will this impact upon us all?” Our network has embedded working for, with,

and on behalf of each other. During our time as a network we have been faced with a series of questions that we feel have been crucial to answer in order to ensure ownership and development of the network for all learners. How would we share and develop leadership? Who owns the knowledge? How would we build trust and respect? How would we best engage learners? How can we share learning in the most cost effective way? Why do teachers teach differently? Why do we learn differently? Why did we not do this before? We are seeking in our conversation the sharing together of solutions to issues that arise as our networks evolve. What are the implications of the infinite expansion of leaders? How do we best evaluate our success to maximise future learning for all? What will pupil voice look like in our network? How do we maintain focus, direction, expansion and quality?



C2/062

**Learning & Inclusion for Everyone
Surrey Local Authority SLD**

Walking your patch (and theirs). A structured learning experience for hosts and visitors



Consultation

Life NLC will share their experience of planning and executing a programme of Learning

Walks across their geographically dispersed network of special schools. They will work with delegates to help them understand the practicalities of organising such a programme as well as highlighting the benefits of Networked Learning Walks to the host as well as the visiting schools.

C2/096

Action For Achievement

Inset with impact



Workshop

Can you create opportunities for staff development that have real impact, ensure continuity and purpose?

How can these opportunities capture existing good practice and build future capacity?

How as a network can you build structures, develop links and harness a common sense of purpose to ensure challenging learning in emotionally literate schools?

These were the issues challenging our unfunded 2B network earlier this year, as we considered how to use a shared inset day to launch our emotionally literate schools project.

How often has the best intended inset day ended with staff refreshed by a day away from pupils, possibly interested and challenged by what they have experienced, only to return to the classroom as if it have never happened? Our challenge was to create an event that celebrated what had been achieved so far, gave all eight schools (two high, four primaries, one junior and one special) a sense of being part of a larger group which values and supports their work and ensured that pupils sensed that something had changed as a result.

The process of how we planned the delivery of our inset day is the content of this learning conversation. We hope it shows an illuminating insight into how a new network can lay the foundation stones that support effective networking and will impact on the effectiveness of their schools.



C2/171

SWAN (South West Area of Northants)**Vocational networking****Consultation**

New GCSE courses are designed to motivate and engage students in their learning. In order for standards to rise, teachers need to fully understand how to write assignments to enable students to attain the success criteria for these courses!! Once this knowledge and understanding is in place students can be moved between mark bands and achieve higher standards. SWAN NLC has enabled teachers working in isolation in their schools delivering Applied GCSE Engineering or Applied GCSE Art and Design to come together to learn from the Examination boards, to learn how to construct assignments, to share assignment ideas, to visit each others schools, and to moderate each others' work to build a high level of professional competence and confidence. Individual teachers work is now beginning to populate the SWAN NLC communication tool. The next steps for SWAN NLC networked groups are to construct an Action Plan to author high quality learning materials to support the Applied GCSE assignments. These learning materials will then be shared on the SWAN nlc communication tool for all members of the community to see and use as necessary. This targeted continued professional development of colleagues has been received well by the teachers taking part. They are enthusiastic and grateful for both the support provided on formal occasions

and the informal support of knowing someone is at the end of the telephone line (or a text message) with help when needed. Challenges to overcome: - getting teachers out of school - many negatives of taking teachers away from their students! - working with the examinations boards to provide trainers appropriate to the needs of the group –difficulty of them fitting in with our requests for dates. -maintaining the momentum once generated by the launch of the project. - buy in by *all* the headteachers across SWAN -leadership and management of the network - one person cannot drive a networked learning community - however hard you try!! - (the weather *snow* stops work in Northamptonshire!!)



C2/116

Warwickshire Inclusion Network (WIN)

The importance of a student leaders network



Hotseat

WIN has made its student leaders network a key feature of the work that we do together. This is because we feel that measuring impact of the network is made easy and relevant by involving the students in the processes that go on. We are a network of 15 schools that include Infant, Junior, Secondary and special schools. Each school is represented at the student leader meetings by two students. They have formed their own constitution and structure that works towards raising standards in all the schools. They have worked on issues that relate directly to improvements in the classroom and they include:-

1. Student enquiry into learning styles.
2. Homework and its effectiveness.
3. Students as leaders of learning.

The most recently planned activity is Learning Walks where the students will walk around the schools in the network led by students from the schools and then meet to talk about what they have seen and what it means to them. The group is meeting 4 or 5 times a year but keep in contact on an individual basis with each other often by email. They will come and discuss with you their group and would welcome comments about how it could improve and what other topics or areas they should become involved in.

C1/025

Cambridge SUPER Network

Development of research and enquiry in schools



Consultation

This conversation will enable the audience to gain insights into the way the Cambridge SUPER network has developed research and enquiry throughout its schools. The audience will be able to see a DVD which charts the journey and will raise issues for them to consider.

**C1/005****West Derby NLC****Developing Learning Walks****Consultation**

This year the WDNLC has undertaken the task of developing Learning Walks between its schools.

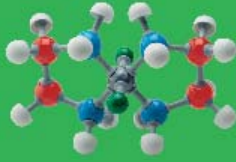
Two secondary and two primary schools have initially been involved in the pilot with the hope being that project will be expanded network wide. The Learning Walks were seen as an opportunity to give a voice to our pupils whose education we continually seek to improve. Pupils were presented with the opportunity to tour the partner school sit in on lessons and speak with teachers and pupils alike. They were asked to reflect on their experience as learners and to give their opinions on a range of aspects regarding the visit and this feedback was presented to various parties including the four Principals and the Governors. Accompanying staff were given the opportunity to observe the partner teacher entering into a professional dialogue with colleagues and the host school. The partner teachers will also have the opportunity to teach for a day in their partner's classroom. The network sees this aspect of the initiative as a means of promoting the exchange of good classroom practice and as a means of sharing scarce subject specialists between the schools. A review of the learning conversations that have taken place will take place towards the end of the summer term and will cover the development of the initiative, how it was conducted and the response of the pupils and staff involved. Additionally it will cover how well the original aims were met and where we envisage this project leading. It is our intention that learning conversations will take place not only within phase but also across phases.

C1/024**East Manchester - A Leading E-Learning Community****Innovative learners - pupils and adults learning together****Consultation**

Our learning conversation will look at the past, present and future of pupil and adult

learning within East Manchester. It will start by looking at the work done by the ICT Innovators, how and why the group was formed and their main activities. Out of this came the Saturday morning Advanced Learning Centre (ALC) where gifted and talented pupils are able to enhance their ICT skills. The ALC is run by the ICT Innovators. The Year 6 pupils that attend are from a combination of the primary schools in the area. The next step is the formation of a pupil innovators group. The pupils from the ALC will work in school with their teachers and other pupils. It is hoped that the pupils will:

- Work with other children helping them to use the ICT equipment they have in school e.g. laptops, Tablet PC's, IPaQs etc
- Work with teachers helping them to build up their knowledge of the equipment
- Be available to help teachers in lessons supporting other pupils in other year groups
- Help teachers to plan their lessons and how they can use ICT to help enhance their teaching. These pupils will meet together on a regular basis and share the following things:
- What they are doing in school
- How they think they are helping embed ICT into the teaching of the school
- Tips and hints they have picked up about a piece of software or equipment that the other Innovators could use in their schools



C1/057

**Knowsley Networked Learning Community
(KNLC)**

Developing research engaged schools



Workshop

Developing a strategy to enable schools to become research engaged through support for practitioner enquiry and training. The creation of an Innovation and Collaboration Unit within a secondary collaborative.

C1/086

**Dorchester Area Schools Improvement
Partner (DASP)**

A partnership approach to aspects of AfL



Workshop

Our learning conversation centres around the work that has been carried out over the last year on sharing and developing AfL strategies across the pyramid. An initial audit of AfL practice illustrated that there could be much gained from providing a forum for sharing and developing practice involving opportunity for action research. The workshop will highlight our process in setting up such a forum agreeing the areas of AfL to be developed, the exploration of these AfL foci in and out of the classroom context, and the results to date. The project work undertaken has involved 34 staff from all Year 4 and 5 classrooms in the 13 first schools and three middle schools within the pyramid. It has, in the first instance, focused on the use of success criteria and the use of peer and self assessment techniques. The development and impact of the use of these AfL strategies has been marked, with examples of good practice emerging in all curricular areas in schools across the pyramid. Results from the project have been packaged to form the start of an interactive resource pack of AfL strategies in action. The idea of the pack is that it will form an important part in embedding and extending the work started in schools. This will be shared at the workshop. As the project continues to develop we are now looking to explore how cascading the skills and strategies across the network can be most effectively undertaken. We would be keen to hear how other networks are approaching the development of AfL practice, particularly in areas such as questioning, oral and written feedback, target setting the formative use of summative assessment, and learn from the experiences of others. We would also like to explore and learn about any work undertaken in other networks based on the use and impact of AfL, particularly if it demonstrates impact on motivation, for example on underachievers, high achievers, staff!



C1/125

FIZ Co-Net

The world beyond the word



Workshop

Failure to read closes the door to all learning. Our learning conversation will briefly demonstrate the principles of Read Write Inc and how a NLC can use its organisational capacity to maximise the impact of an external CPD package on teaching and learning. There will be three parts to our session:

Workshop - William Glasser stated that we learn “70 percent of what we discuss with another” and “we learn 95 percent of what we teach” This workshop will explore these statistics by a short phonics lesson including the chance to meet ‘Fred’ and subsequently to learn how to use ‘Fred fingers’.

Hotseat - This part of our session will allow us to share some personal learning with others. There will be a personal learning journey from a Headteacher, a co-leader, an RML teacher and some feedback from pupils in Y7 and Y1.

Solutions - We are hoping to trouble-shoot some key questions that have arisen from our review. Looking at these issues with fresh eyes will help us with future development of our network.

C1/140

Macclesfield Performing Arts Network

Kagan’s co-operative structures



Hotseat

Macclesfield Performing Arts Network Learning Community is using Spencer Kagan’s co-operative learning structures as a vehicle to train, unite and inspire a network of schools. Two teachers have been seconded to act as “drivers” in the co-operative learning structures, firstly to work in network schools and latterly to work throughout Macclesfield and Bollington. They have attended three week-long training sessions with Spencer Kagan in the USA to enable them to teach the methods to teachers in the network and beyond. They have developed a programme of training workshops which include Co-operative Learning and other mind friendly learning and teaching strategies, thinking skills and mind mapping. Teachers are able to use these strategies in the classrooms immediately. They are content free and can be adapted to any age group and any subject area. We will share with you some of the structures and will enable you to go away with practical ideas that you can use in the classroom tomorrow.



C2/037

Bramcote Park Learning Community

Acorns to oak trees



1. Small Beginnings - individual researchers and their impact

Individual teachers carried out research on developing thinking skills, boys writing and the reluctant learner. These were all classroom-based practical activities. Researchers developed ways of sharing their learning to have a wider reach.

2. Growing Subject Leaders Through Network Development

Subject leaders impact on all schools within the network through shared planning of themed weeks. These enabled pupils and teachers to work in different schools within the network.

C2/118

**Milton Keynes Secondary Network -
MK Learn**

The customer is always right!



Forum

We are embarking on the pathway of student voice and would like to share our experiences with others. We have recently had our first student conference which was a great success. We have also had some schools working on a pilot for student voice. The purpose of the forum would be to explore the idea of student voice and to learn what might be possible in the future. This could interest any network that finds this idea interesting, whatever their stage of development of student voice. We have produced a DVD that we intend to use in teacher training in our network so that the student voice is heard.



C2/086

Warrington Schools In Synergy**Providing a curriculum for today's thinking, co-operative children****Consultation**

Our network consists of nine schools covering the primary age range and a variety of social settings. Over the past few years we have developed the use of accelerated learning principles and thinking skills in our schools to enable our children to learn how to be learners. During the past twelve months we have developed teaching and learning further by introducing co-operative pupil learning teams. This has been done using 'Kagan's co-operative learning structures.' This year's researchers have been considering the effects of using co-operative learning teams and the impact on children's learning. We have examined if the effects and impact on learning are the same in our various settings. Whilst we have found that co-operative learning teams are popular in all our schools we have found however that there are differences between schools. These have affected the initial success of the teams and the way in which they have been introduced and the training the children have needed in co-operative learning skills. In one setting those children who were already very self-assured, confident and successful in learning found 'team learning' more difficult than those in a different setting who lacked confidence and success. There were also differences across the age groups in the level of difficulty of using learning teams across the curriculum. Some year groups found them to be more useful in specific activities such as problem solving or investigation, whilst others found them successful in all sorts of situations and were able to use them more frequently. Our learning conversation will have two parts. Firstly we want to briefly share what we have found out about the impact on children's learning when teaching thinking skills and using

co-operative learning teams. We also want to collect and learn from other peoples' experiences. Secondly we want to try to start to answer the big question that we find ourselves forced by our findings to address, "what curriculum for today's thinking, co-operative children?" Our experiences so far have made us wish to continue teaching in a way which develops thinking, co-operative children who are real learners. However, we are finding that our present curriculum is too knowledge based and that the emphasis on skills, which is there in the foundation stage "areas of learning", are diluted in the Key Stage 1 & 2 curriculum. We would like to examine with others the development of a curriculum that provides for the thinking, co-operative child and teaches skills that are needed for the 21st century. To do this we will try to identify the key features of the curriculum, examine the problems that we may face and the possible solutions. We would welcome a conversation with those who are teaching children to become real life long learners to think and work co-operatively and who have already changed the curriculum or who are, like us, facing that task.



C2/089

Do Different

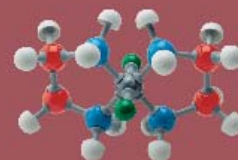
Making a difference: 'Let's be having you!'



Forum

'Do Different' Network Learning Community is from Norfolk so we feel entitled to borrow Delia's now iconic rallying cry to the Norwich City faithful. Delia reminded us all that, however hard the struggle, the team was still worth supporting. Her loyalty and commitment were unquestionable- and inspirational. She made a difference. Our 'team' 'Do Different' has almost twenty schools from all phases with no previous history of working together scattered across 400 square miles. 'Diversity' is the obvious word that comes to mind in relation to our composition and that applies also to the focuses of our work. Participant schools are developing innovative approaches to learning and teaching through an action research framework. Member schools are choosing their own focus, 'doing different', and producing some brilliant work. Inevitably during this learning journey there are peaks and troughs. At times, all of us within our schools and across our schools, have felt like shouting 'Let's be having you!' Creating the contexts to sustain a meaningful, systematic and developing learning dialogue is our biggest challenge - and we suspect that this is the case with even the tightest-knit learning communities. Nevertheless, we're here and we believe in what we're doing. We want to make a difference. We're going to start the conversation with each of our delegates occupying a 'hot seat' for a couple of minutes. Each delegate will tell a story from his or her personal learning journey as a member of the community. Do not expect the other delegates to sit in respectful silence: this will be a lively interactive session. We'll share with you some of the highlights that we've experienced

in our season so far- and some of the testing times. Then it's over to you. Let's be having you! As long as you share our wish to make a real and lasting difference in the classroom ask questions, challenge us and give us ideas. Share some part of your learning journey with us. Make a difference. Tell us your stories. Successful networking is far from easy. We knew from the outset that we were being ambitious, but overreaching in a cynical world is a forgivable sin. Here's a response by one delegate to the residential conference we held in March: "For a night and a morning, we threw ten stones at the forest and skimmed ten stones on the pond. For a night and a morning, we watched the sky above, brave and bright, and the water below shimmer with ideas." Inspirational isn't it? This is a fragment of the poem and a fragment of our story. What can you share with us that will add to the brave, bright sky and the shimmering ideas in the water? Let's be having you!

**C1/001****Southampton Learning for Leading Network****Increasing the voice of the pupil in their own learning.****Workshop**

In the workshop we will look at the different ways our network has introduced through an enquiry approach, ways of involving children in their own learning and giving them greater voice at a whole school level. This will include examples of peer and self assessment, a look at how children view their classroom climate and how schools have approached setting up school and class councils. In the conversation we would like to explore what has worked hear from others and look towards the future.

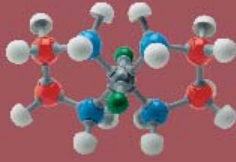
What will the pupil voice look like in our network in 2006?

Will children be involved in network decisions at at a strategic level?

How will they be involved in leading their own learning?

C1/003**Rochdale Real Learners Network****Welcome to networking - fancy a cocktail?****Workshop**

Do you need help with an area you want to develop? We found we had similar areas we wanted to develop. So we made a cocktail! So if you want to be revitalised, this is what we recommend! We wanted to build on the learning we had already successfully made through accelerated learning. So using this as the base ingredient for the cocktail we added in emotional literacy, philosophy for children and raise your goal - an innovative approach to Gender issues in secondary schools. The recipe needed help to blend together the ingredients into something that tasted wonderful. So we used the principles of the Raising Achievement Project (RAP) that had worked so well as a method of raising teacher and support staff expertise through a cycle of research, training, applying learning and monitoring reflecting and evaluating learning. On a very practical level, we devised some useful and effective cocktail sticks which would help to keep the cocktail fresh and all the ingredients working well together. These were in the form of activity and learning records for each group. Our group will be working with you to show you how we made our cocktail - it is a primary group at the conference - to show you how we used the finest ingredients, created the best taste, got maximum enjoyment and maximum impact. Each of the group will share with you how their involvement with each of the ingredients relates to the 6 levels of learning - pupil, adult, leadership, school -wide, school to school and network to network. We will also involve you in making your own cocktail and sharing some of the recipes that didn't quite work! So if you fancy a cocktail - do come and chat with us at the Rochdale REAL Learners group!!



C1/050

The Tower Networked Learning Community

There are no strings on me (the developing role of the pupil ambassador)



Consultation

We realised that although our pupils benefitted from the learning that was going on in our network classrooms, they had little awareness of the Network and its aims. We therefore decided to bring together six pupils from each school (Year 5 & Year 8) to take on the role of pupil ambassador. They are brought together at frequent intervals at the City Learning Centre in Blackpool where they learn from and with each other. Lessons have included learning styles, the working of the brain and lesson planning. They then went back into schools and disseminated their learning in a variety of ways e.g. school assembly. This group of pupils was also taught as a class by HEI consultants to demonstrate questioning, research and thinking skills. These pupils have become influential both in their schools and the network and have participated in NCSL events.

C1/063

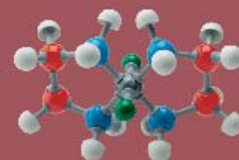
Thame Partnership of Schools

Developing our future through networks within a network



Consultation

This is our 'Hitchhikers' guide', a learning journey of how our Partnership of schools has collaborated and developed networks within a network. Empowering leadership has driven the overriding concept to our stakeholders. We will share our knowledge about empowering leadership in our network through a consultation conversation style. Our journey as a network learning community includes answering the following questions: Who are the 'hitchhikers'? What opportunities for decision-making are there across the network learning community - our galaxy? How have we operated - our star ship? What are the milestones of achievement – our journey? How have we assessed impact – answers so far? How will the future be networked further – more questions more answers?



C1/072

Oldham Networked Learning Community**Developing adult and pupil co-coaching as a means of improving learning****Hotseat**

The ONLC has developed a programme ensuring that all teachers within the community are engaged in co-coaching (peer planning teaching and review). This has in our view been a significant factor in improving the quality of teaching in our schools. Staff share their expertise and are engaged in an ongoing professional dialogue. A programme of initial training for key lead learners from each school was facilitated by an external consultant. Funding was provided for all teaching staff to be involved in the project. The project is now led and facilitated by the lead learners themselves and involves staff in a more regular, focussed approach to co-coaching. Following the success of this project the steering group explored the development of a pupil co-coaching group to improve pupil understanding of learning within the schools. The initial stages of this were a huge learning experience resulting in the project being redesigned to focus more closely on coaching skills rather than learning skills. Classroom teachers, lead learners and co-leaders will be available to reflect on and discuss their experience of developing co-coaching from a range of perspectives across the network.

C1/116

Winsford Education Partnership**Community leadership****Workshop**

We would like to present a workshop of our work around a community leadership project that involves early years children by actively engaging them in the concepts of community and leadership. Our initial aims were:

- 1** To have understanding of the children's perception of the community
- 2** To build up picture of what leadership already exists
- 3** To identify who are the acknowledged leaders in Winsford.

We intend to share our experiences in relation to activities that explore the concepts with children from four Winsford Schools: who they meet each day who matters to them who they listen to who listens to them who they see as leaders and what leaders do. We have practical and proven artefacts and a video of the work undertaken to show. This is a creative and inspiring exercise discussion with practitioners from schools sharing ideas activities and their personal experiences. These kinds of activities have helped the schools to widen participation and provide opportunities to develop a common language about community leadership. The network is beginning to build the leadership capacity to enable both those employed in schools and those living and working in the local communities to service and build capacity for interdependent relationships between institutions and communities beyond the school gates moving away from a culture of competition and towards a culture of collaboration.



C2/047

Success @ Networked Learning Community

We used to be an E* for level 5s on our PANDA....now we feel 200% better!



Hotseat

Mavis Rayford is the Head of Headley Park Primary School in Success@ NLC. The school had a serious problem with underachievement for higher attaining pupils. The reasons for this included: low aspirations and expectations by pupils, families and staff. Many of the parents/carers took the line that as long as their children were happy and well behaved, they were satisfied. As a result, the school was an E* on their PANDA and had this as a key issue from OFSTED. Two years later, after a well thought through series of strategies were implemented, there was a 200 percent 'across the board' improvement in the school's L percent results in 2004. The learning from these strategies has now been replicated and adapted throughout the network. We would like to invite you to our learning conversation to hear how this learning has been adapted to the following situations: - Year ten boys with particularly challenging behaviour working with Y6 boys with extremely challenging behaviour, - How lead professionals from a group of schools are working together to plan, organise and run events and professional development opportunities which promote high quality teaching and learning for all pupils through the gifted and talented programme in Bristol, - How schools have planned creatively to widen pupil and parent horizons, aspirations and expectations. For example, did you know that it is possible to take six pupils and two adults from Bristol to Newcastle university by air for £240? Two schools will share their experience of visiting local and northern universities to take part in the Widening Participation Programme, - A low cost 'quick fix' for helping borderline level four pupils to hit their SATs targets. Volunteer mentors from within the school, carefully targetted, can make a real difference! - How schools have engaged parents in enriching and extending their children's learning at home in creative and interesting ways. We are looking forward to a positive learning exchange with you and hearing from you what we can learn to help us develop our work.

C2/072

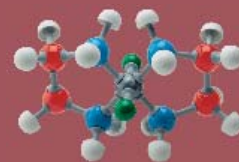
Putting People First

The art of catching butterflies



Hotseat

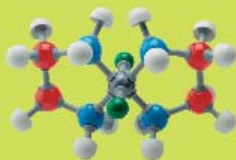
"The art of catching butterflies" - one networked learning community's exploration into looking at the ordinary and discovering the extraordinary. By using accounts of practice (a written account of two people's reflections on a visit to another school) as a tool to tap into the knowledge pool that already exists. This approach was developed in conjunction with NCSL through a pilot project looking at leadership and behaviour. However our conversation will focus on our experience of using this process of enquiry in a range of different contexts with both adult and pupils groups of learners. We will share our journey from initial visit to positive impact through a process of looking - thinking - writing – talking – reflecting - doing – looking, making learning visible, tangible and transferable. You will have an opportunity to engage in a learning conversation facilitated by us around one of the accounts of practice. You will have an opportunity to share with us how this process could be developed in your own context.

**C2/091****Learning Altogether****Learning with parents****Hotseat**

We would like our learning conversation to show how the building of self esteem has led to parents feeling confident to work with their children, at home and in school. The self development courses offered by the Learning Altogether Network have impacted on parents working with others people's children and other parents, whilst building positive and effective relationships with school. One aim of our network is to empower parents to liaise confidently with professionals in order to inform them of their rights and responsibilities with regard to their child's education. Many of our parents have had negative experiences of the educational system. Another aim is to help parents overcome the barriers that may inhibit their child making the most of the educational opportunities offered. The network has implemented a number of parental involvement activities, some of which will be addressed in our learning conversation. Our hotseat conversation will involve a professional from the network and parents who have actively participated in the developmental activities. A professional will discuss the vision of the network and their role in facilitating and supporting the "parental involvement" activities across the network. The parent/s will give a personal reflection on how the "parental involvement" activities have impacted on them personally and consequently how this has/will enhance their own child's education. The discussion will include possible plans for the future. Questions and contributions from the floor will be welcomed and addressed by members of the network.

C2/121**St Helens First****Circles of Excellence****Workshop**

We would like to share with other networks two ways that schools within our network have addressed the challenges posed by "excellence and enjoyment". In some part the "Circles of Excellence" can also be seen to help provide PPA time for the teaching staff within the school. The lead learners within the network had been developing "accelerated learning" across the network and got the opportunity to research "accelerated learning" abroad through the TIPD initiative. The best practice chosen for them to observe was in St Petersburg, Russia. A group of eight teachers from the network flew off to St. Petersburg in October 2004 for one week. Although "accelerated learning" was the focus of their visit the element of the Russian primary system which impressed the group the most and which they felt could have the greatest benefit within their own schools was the "Circles of Excellence". In "Circles of Excellence", the Russian children spend each afternoon working on a interest of their choice including subjects as diverse as ballet, painting or astronomy. The children are taught by experts in each field and the standards attained by them were extremely high. This way of working also enriched the curriculum experienced by the pupils. The learning conversation workshop will provide an insight into the St. Petersburg visit and will give two examples of how schools from the network have adapted the principles of the "Circles of Excellence" for use in their own school.



C1/029

Gung Ho Networked Community Leadership

The value of a protocol driven approach to network activities



Workshop

- Paired partnered walks are an effective tool in developing management and leadership skills. We will discuss and share the types of protocols we have used
- Trust is essential for learning to be shared between schools and for new learning to be co-constructed. We will share the types of walks and its unique method of facilitation which ensures deeper learning and greater trust among network members
- The new Gung ho! Model develops partnered walks into a model for school self review. Our new model builds on the trust model and develops into rigorous self review... we will share what we have learned about partnered walks and how they are needed to be in place prior to moving into a rigorous self-review mechanism. We will share the new model so far
- None of us is as smart as all of us. We have used a 2 day leadership and management training programme which has led to improved workforce reform and increased leadership skills and understanding across all staff in the school. This is particularly beneficial for headteachers and aspiring heads
- Partnered parent walks: We have developed a Parent "I can" programme which works well across the network which we will share with others.

C1/034

The North Dudley Learning Partnership

No D let's party!!



Hotseat

Come to our party and experience stimulating conversations with invited guests play party games that you will not only enjoy but that you will learn from and leave with a goody bag that no decent networker would be without! In the conversations you will meet and celebrate with a range of people who will be able to share with you their experiences of:

- Creating network vision and developing a network
- Running a network developing workable models and roles
- Ongoing reflectiveness and self evaluation
- Deciding and developing areas of focus such as emotional intelligence and building learning power which include all adults in the schools to bridge the gap between teaching and learning.
- Engaging in their own learning and that of their students
- Communication and knowledge management
- Sustainability

The adults in the hotseats include NQTs, lead learners, middle managers, heads, deputies, knowledge manager and strand leaders. As a guest we will not ask you for any presents 'cos we're not like that, but we hope that you will be able to join in the fun by asking us some interesting questions, offering us advice and sharing with us your own experiences ... let's call it a game of consequences!! In your goody bag you will receive a CD with information on the models we have used plus activities we have created with pupils and adults to develop our learning strands. This will include added detail to the conversations we shall be having with you during your party. Be there or be square - and remember - dress to impress!



C1/042

Penwith Learning Community (PLC)**Encouraging cohesion****Workshop**

In the current educational landscape we are constantly acclimatising ourselves to the appropriate altitude for development. In this workshop we will seek to identify the most recent drivers for change, locating the appropriate structures for development and developing the relevant illustrations for best practice. We will discuss new ways of Networked Learning which enhance other areas of change and develop a coherent picture of a Learning Partnership which embraces all aspects of education and community. Before the conversation you should reflect upon the following questions:

- 1 What collaboratives are schools in your NLC currently involved with?
- 2 Which new initiatives lend themselves to collaborative working?
- 3 How could we develop the current systems to allow the Network to thrive?

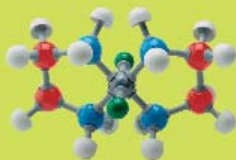
C1/051

Manchester School Improvement Network (SIN)**Pupil power makes us fit for learning****Workshop**

Pupil power makes us fit for learning. Does your network realise the potential for *pupil power*? Do you have a school council with representatives from each of the schools within your network? Does this council have structured approach that will allow best practice to be shared and disseminated across the network? Do your meetings facilitate pupil to pupil learning and drive improvement within individual schools? Want to find out more? Come and join the Manchester School Improvement Network workshop. Our workshop will give guidance on forming a network school council (NSC) and introduce participants to the successful model that we have used as a structure for NSC meetings. This model is based on the principle that pupils within the network can drive forward aspects of school improvement using good practices that have proved to be successful within individual schools. This model facilitates pupil to pupil learning and allows schools within the network to support one another. Our model is a simple process:

- Pupil enquiry (school based)
- Discussion of key findings (NSC)
- Sharing of good practice (NSC)
- Planning the next steps for your own school council (NSC)
- Putting plans into practice within individual schools (school based)

As well as informing you about this model, we would like you to participate in part of the process that we use, as if you were a school councillor. We also invite you to speak to pupils, teaching assistants and teachers who can share their experiences of using this model. We hope that through participating in our workshop you will be able to use our model or adapt it in some way. At the very least, we hope to give you food for thought!



C1/066

South Birmingham

Are you thinking what we're thinking?



Forum

The presentation will be delivered via a mindmap frontpage, illustrating the complexity of networking. The individual branches of the mindmap will represent the individual strands of our network programme and focus on: 'How being part of the network has empowered and developed our teachers'. The strands covered will be I.C.T thinking skills, accelerated learning and growing leadership. The presentation will be conducted by three lead facilitators from the community and our critical friend. It will describe how training, resources and professional networking opportunities have impacted upon learning and inform other networks of the potential to tap into the work we have done at a number of levels. Are you thinking what we're thinking? A chance to explore together the power of networking!

C1/069

South West London NLC

Footprints in all corners of the network - embedding enquiry throughout schools



Workshop

We will begin with a brief presentation of our network toolkit and how it can be used to embed the work of the network. Its flexibility will show other networks how it can be used depending on the audience. For example teachers can enter if they are interested in engendering independent thinking in pupils yet can be used by colleagues thinking of beginning an enquiry. This is one physical dissemination item that will help the footprints spread around to all corners of our schools. Vignettes on enablers and blockers to embedding our research. Enquiry based activity for the group to discuss - How to keep momentum? How do we get departments to buy in? How do we get pupils to drive forward independent thinking? How can we accelerate impact on pupils? Creating solutions to help us observe the effect of our footprints in all corners of our schools. Concluding discussion focussing on creating the climate for enquiry across network schools. Plenary focusing on reflection on what we have learnt today and where our footprints should go next. We would also like to forge links with other networks who can advise us in our next challenge or even join us in our challenge!

**C1/081****Edensor Longton Sandon Partnership****Research into practice****Hotseat**

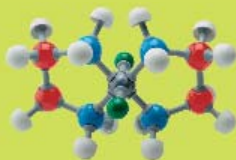
Research opportunities for teachers are often limited. Our NLC has focused on its core activities related to gifted / able and talented provision and encouraged staff to undertake research into aspects of the work to discover its impact on learning, attitudes and values in schools. The research is validated by Wolverhampton University and counts as a part credit towards a Masters Degree. This conversation will be of interest to anyone who wants to find out how to organise such a programme and discover how it impacts directly on the classroom and pupil learning. Research has been carried out in a number of areas including: *Transition *early years *learning styles.

In this learning conversation we would wish to share our experiences and explain how we think we have made a difference to children's learning.

C1/115**Boston Networked Learning Community****Our past, present and future****Forum**

Our conversation will be a forum in four sections.

- 1** The past - where we came from.
- 2** The present - extending our "reach" with action research.
- 3** The future - for recruitment, for our children, for everyone.
- 4** Questions - can you help us - can we help you?



C1/128

Bolton Pastoral Networked Learning Community

How do we tie the knots and threads of networked Bolton?



Workshop

After giving a brief outline of our work, Bolton Pastoral Networked Learning Community will engage in a learning conversation that helps us reflect on success so far but how to tackle other challenges:

- 1** how to maximise pupil and adult learning across Bolton's emerging networks
- 2** how to maximise Bolton's pupil handbook
- 3** how to ensure that we link to other services in the times of integrated services
- 4** how can we ever really show that our work impacts upon standards?
- 5** should we really care?

The conversation will be an interactive opportunity for others to share how what they are doing really impacts ... on what?

C2/043

Learning to Learn

Promoting a culture change to enable pupils to have a real voice about their learning in our schools.



Consultation

Our learning conversation will consist of four parts:

- 1** An introduction and setting the scene
- 2** Problem solving exercise
- 3** Sharing ideas and good practice
- 4** Gaining evaluation and presentation feedback, including networking opportunities.

We will start by sharing our current practice and knowledge with regards to promoting a culture change to unlock the true power and potential of pupil voice to transform learning, describing where we are now. eg: Pupil conferences at transition points KS1/KS2 KS2/KS3 and KS4/KS5 discussing children's rights and responsibilities using thinking skills. - Training and promotion of pupils as evaluators of their learning in the classroom. - Pupil conferences /focus group into what makes effective learning. - 'learning to learn' annual conferences where pupils from KS1 to KS4 disseminate what they are learning through the network's main foci of learning styles thinking skills, AFL and pupils as evaluators. Following this brief introduction, the audience will work in small groups on a variety of individual related issues such as: 'Reassuring staff about pupils observing the learning in their classrooms' and 'motivating and training pupils to take on the leadership roles involved'. They will discuss processes, dissemination and the way forward. After feedback, we will facilitate a discussion on: 'How do we evaluate the impact of this work on pupil learning?' Postcards will be distributed for the audience to record one comment on anything they have found useful in the learning conversation, one comment on the way forward, any issues / suggestions to consider and their email addresses. We will undertake to collate their comments and email them to each member of the audience post conference.

**C1/006****The Yorkshire Triangle NLC****Paired reading and peer tutoring****Workshop**

Would you like to raise reading levels in just weeks and raise self esteem in your pupils? Our project began at one school within our network. Members of staff within the school were part of a network research group and they decided to focus upon raising standards in reading. Educational research led them to undertake a project to investigate the impact of reading partners. They thought this would have most impact upon the younger children but were also interested to find out if there were gains for the older children who acted as mentors. The results were outstanding and many children gained months or even years in reading scores in just five weeks. There were also many social benefits for the children and it made a positive contribution to the transition for the younger Y3 pupils as they entered a large junior school. This project was then replicated across our entire network in Autumn 2004. Data from this work has been collated and analysed. We intend to repeat this project once again in Autumn 2005 and investigate further the potential impact on target groups of pupils.

C1/015**Billericay Education Community (BEC)****Cross phase community collaboration workshop****Hotseat**

Geoff Sanders (Project Manager) will give some background to Billericay Education Community outlining the way we work and the various groups that make up our community of schools.

Amanda Daines (Steering Group Leader) Chair of the Best Practice Research Group will explain the recent BEC publication on:

- Identifying preferred learning styles
- Students perceptions and attitudes to science in Year 7
- Investigating the effectiveness of teaching and learning strategies
- Gifted and talented students in Year 8

Students as Researchers Neil Taggart (Member of Best Practice Research Group) Neil will give some detail on his research project on active play and its possible impact on learning

Toby Healey (Steering Group Leader): Toby will talk about the collaboration between secondary and primary and give some detail on masterclasses set up this term for ICT.

June Dodd (co-Leader for BEC) will talk briefly about the future of Network Learning Communities referring to Learning Walks between schools in their community.



C1/016

Berwick Tweedmouth NLC

Assessment for learning and thinking for learning strategies



Consultation

Our learning conversation will share our current good practice in relation to peer group and self assessment. This will be supported by a DVD.

Thinking for learning and assessment for learning have a great deal in common. Both involve pupils talking and thinking about learning and developing a language for doing so: both help pupils to take control of their own learning while increasing levels of motivation and engagement. The concept of metacognition is enhanced.

This learning conversation will share strategies to show how the two approaches can be integrated. We will show a video clip of children using an Interactive Assessment Road and provide practical handouts to help in the classroom.

C1/062

Bransholme Networked Learning Community

Implementing co-operative learning strategies throughout a network



Consultation

The pupil learning focus chosen by the schools in the NLC was the development and implementation of co-operative learning strategies. The aim is to raise attainment and promote deeper learning by improving speaking, listening and thinking skills. The programme also aims to develop a smoother transition for pupils from Key Stage 2 to Key Stage 3 by developing a common pedagogy across the primary and secondary interface. A review of research into co-operative learning proved to be very positive, showing that it has a beneficial impact on academic learning. The experience of staff in four schools using a limited range of co-operative styles has also showed a positive impact on speaking, listening and thinking skills. We will be exploring the eight key factors we have found to be successful for effective implementation:

- 1 The vital role of the facilitator.
- 2 Support for facilitators provided through cluster meetings.
- 3 Impact on facilitator expertise and research on effective implementation.
- 4 Balance of external, in-house and peer support.
- 5 Training incorporating explicit modelling strategies.
- 6 Identifying skills for co-operative learning and phased implementation through the school development plan and medium term plans.
- 7 Pupil Involvement.
- 8 Peer observation.



C1/070

Think First - Connecting the Curriculum for Learning

Learning journeys - connecting the learning



Consultation

In our learning conversation we discuss the use of a tool we call learning journeys. Our learning journeys have been developed during the past three years and are now extensively used across all seven primary schools. Learning journeys help teachers and learners connect learning experiences and teaching opportunities. They help learners to see the bigger picture, personalise their learning and connect their learning to previous knowledge. They provide a developing visual representation of the learning that can be referred to as the journey progresses. These journeys are also used in reporting to parents. Learning journeys are always on display in the classroom and provide a visual reference point for learners at all times. They may include questions, photographs, artefacts, products and outcomes we are aiming for, assessment points and possibly criteria for assessment. Our network colleagues have evolved learning journeys to provide a reference to a number of different approaches for applying some basic principles. Through this learning conversation, we hope to discuss with other colleagues how we might further develop these learning journeys.

C1/095A

The Tyndale Tisbury NLC

What is learning?



Forum

In this conversation, colleagues will be invited to share their experiences of pupils' self evaluation in order to raise standards. We will be modelling a range of change management tools which can be used in schools as a means of generating and prioritising information in classes, staff and governors meetings to make them more productive. As a result of our Year 2 review, we have recognised a need to place a greater emphasis on pupil learning. Our first two years of work focussed on teachers gaining a better understanding of how children learn in order to raise standards. As we look to the future, we will enable the children to critically evaluate their own learning and make informed choices about how to improve their learning. In order to do this, we need to be aware of some of the ways in which pupils are able to carry out this self evaluation. This learning conversation will seek to provide opportunities for colleagues to share good practice and reflect on the next steps within their own schools and networks. As an introductory activity, we hope to use a thought shower technique to explore some of the underlying principles behind what learning is, to enable us to reach a shared definition. This technique could be used to form the basis of teaching and learning policy and criteria for what good learning looks like in the classroom. Once we are agreed on what we understand learning to be, we will work together in groups using a prioritisation ladder to produce ordered criteria for what we can look at in the classroom to identify that good learning is taking place. These criteria could be used to form the basis of a monitoring policy within school. Following this, we will work in groups to share experiences of what pupil self evaluation we have seen in our schools which could be used to raise standards across the curriculum. A quick wins quadrant will be used to show how actions can be prioritised in the long and short term. This technique could be used in a whole school development planning day to generate actions before prioritising them into a school development plan.



C1/124

East Manchester LEAPS

Using collaborative teaching and learning between all NLC schools to impact on our pupil learning at key points within transition



Forum

One of the aims of our Networked Learning Community is to address the concerns of both parents and children surrounding transition. We hope to raise the children's confidence and enable readiness for learning using a multi-agency approach. The key points in our calendar are easing the transfer from key stage 2 to key stage 3 for all concerned. In this forum we will be addressing the work we have undertaken in this area. This includes:

- Appointment of a transition team consisting of a transition administrator, transition learning mentor and transition learning co-ordinators.
- Graduation week, a themed week where children with places for forthcoming Year 7 are invited to experience life at secondary school for four days, drop-in service for parents and parent induction evening.
- 'Moving up' booklet produced through collaboration with multi-agencies through the steering group. It acts as a passport that is started by the children in Year 6 during graduation week, and is completed in Year 7.

C1/127

Plymouth Networked Learning Community

Does success in high status, creative projects lead to pupils who are more motivated to achieve and tackle normal conflict situations?



Hotseat

Richard Marsh, headteacher and Nicola Whitby, primary teacher, represent the Creative Cluster within the Plymouth Networked Learning Community. Cluster members are from across age phases and include two secondary schools, three primary schools and one special school. The focus of this cluster is to provide children with low self-esteem the opportunity to perform in successful activities. This is carried out whilst teaching them to resolve issues as a group and to relate to this success in the classroom. It is evident that the work is benefiting pupils through their enthusiasm and commitment to tackle new situations and learn new skills. They are gaining confidence to act as lead learners and have been able to work with pupils of different ages from other schools. We now want to develop our work further and evaluate the impact of this work on pupil performance within the school environment. We hope that we can facilitate a conversation that is a combination of a consultation and a hotseat. We feel this is the best way of sharing our knowledge and receiving feedback on the future direction of our work.

**C2/048****Network Learning Bath****Consulting children about their learning and participation in school life.****Forum**

Across our network a foundation of independent learning power has been established. Children are more in charge of their learning environment and take responsibility for organising planning and selecting the resources they need. They expect to learn! Their increased understanding of how they learn has raised the learning stakes. Children have a language in which they can talk about their own learning. They are more aware of how they learn and how others learn and can put this knowledge to good use. We are now examining what opportunities there are to consult children about the content and course of their learning and participation in school life. We hope our conversation will:

- Give a brief overview of learning power in our network.
- Indicate our ideas for consulting children about their learning and participation in schools.
- Engage our audience in creating new opportunities to consult with pupils.

C2/087**Transforming Learning Together in Oldham****The concept of the wizard learner****Workshop**

We will provide a practical demonstration encompassing the different learning which has taken place in our network, focussed around the concept of “the wizard learner”. The workshop will take the form of a model classroom where delegates will be asked to actively take part in a series of mini activities which form part of lessons within the learning environments of our network. This is so that we can demonstrate the strategies that we have used in the classroom to enhance learning for children across our network. We hope to show in a practical way how we have developed the following strategies:

- The concept of the “wizard learner”
- The use of W.A.L.T. and W.I.L.F.
- The use of the T.A.S.C. Wheel (Thinking Actively in a Social Context)
- Self-evaluation strategies
- Peer coaching and evaluation
- The Traffic Lights System
- How we set the next steps targets for children’s learning
- Working together
- The way in which we develop the key skills of learning.

At the conclusion of the conversation we hope that delegates will be able to provide us with further ideas for enhancing the learning opportunities for all who work within our network.



C2/110

Inside Out Outside In

The creative curriculum



Consultation

Introduction on how we provide a creative curriculum in which children lead their own learning. The importance of providing experiences and enrichment opportunities. A description of what it looks like in a reception class. The importance of celebrations and special days. A description of the journey so far. Our shared philosophy. Questions and answers.

C2/119b

**South Cumbria Primary Learning
Innovation Partners**

Learning innovation partnership



Consultation

A presentation of work done in the network on accelerated learning styles through a joint Inset day for all staff of 13 schools observing 140 pupils working with course leaders. This will be done with the aid of an artefact that reveals units of activity one step at a time, to encourage the audience to ask questions about the way things were done, evaluate the impact on the learning and see the successes and pitfalls in this kind of learning. The focus of the learning innovation is on different strategies for learning and teaching styles, gifted and talented, and integrating pupils across the 13 schools.



C2/111

The South Suffolk Learning Community

Pupil responsibility and creating independent learners



Consultation

South Suffolk Learning Community wants to create independent learners. Children from nursery to sixth form who possess the skills and confidence to learn independently, all of the adults working in a range of positions in our schools who have a thirst for knowledge and skills and who are given the professional scope to research and share best practice and parents who wish to learn for themselves and in order to support their children. We have undertaken a number of different strands in order to create these independent learners.

- Lead learners are members of staff who work as small teams in each of our member schools to identify an area for improvement, research and experience relevant practice in other schools and institutions, put their research into action in their own school, evaluate the effects, tweak if necessary and then share their work with other network members. The network organises start-up and information sharing events and funds the time for this work to be undertaken. The lead learners took a very active part in presenting professional development learning opportunities to colleagues on our 'Red Book Day.' (see artefact)
- The pupils in our network range from four to eighteen years old. The oldest have become peer mentors, have taken part in national conferences, have organised a pupil conference for the whole network and have become confident in sharing their experiences with other pupils and adults. Many of the children have benefited from participation in 'how to learn effectively' events. Schools have engaged more of their pupils through a focus on dual hemispheric learning. The very youngest of our pupils are being taught by teachers who focus on the whole range of learning styles.

- The parents have been encouraged to get on board by individual school events and through whole network activities such as circus week. All of the work carried out by South Suffolk Learning Community is 'virtually' available to anyone interested through our constantly expanding website, www.southsuffolklearning.net. Site visitors are encouraged to share good practice and to contact the network or individual members if they wish to comment or to find out more. South Suffolk Learning Community has moved a long way along the independent learning continuum.

In our learning conversation some of the lead learners are keen to share our successes so far with anyone who could benefit and also to use the experiences of other networks to progress still further.



C2/154

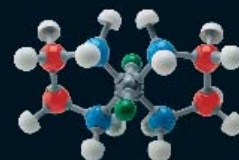
South Lakeland Inter-School Consortium

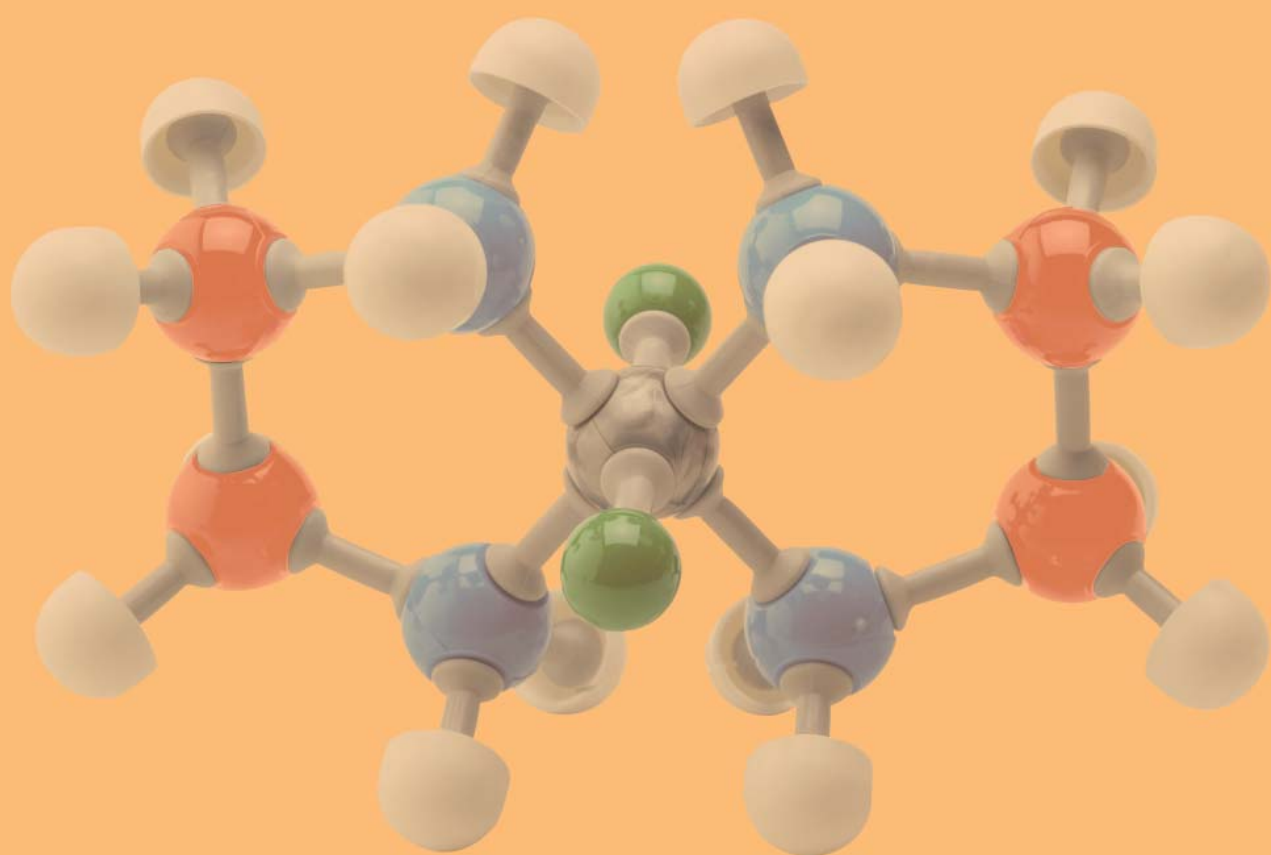
**Bringing together by singing together -
collaborative adult and pupil learning**

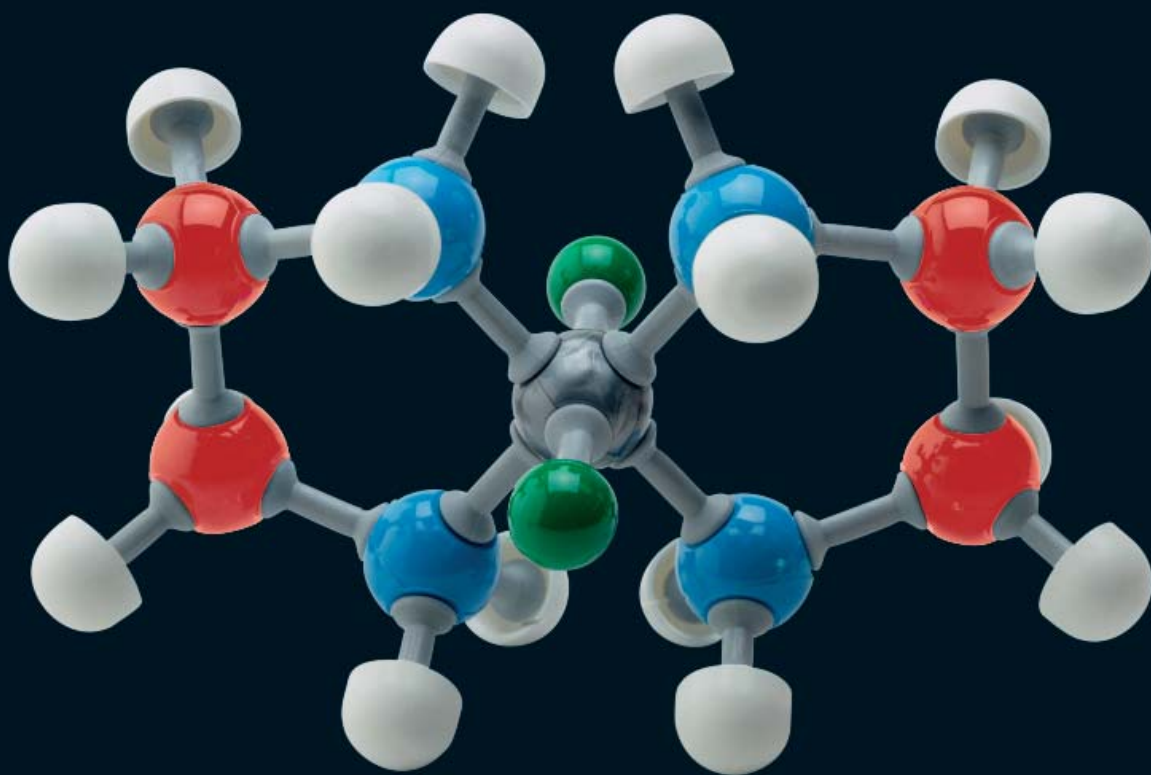


Hotseat

Our learning conversation takes the form of a hot seat. Our DVD will share our learning journey of collaborative and pupil learning - our infant music celebration 'bringing together by singing together'. We will be able to share this journey with other networks and answer questions about the learning involved.







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