

# The networked learning communities research programme

Networked Learning Communities

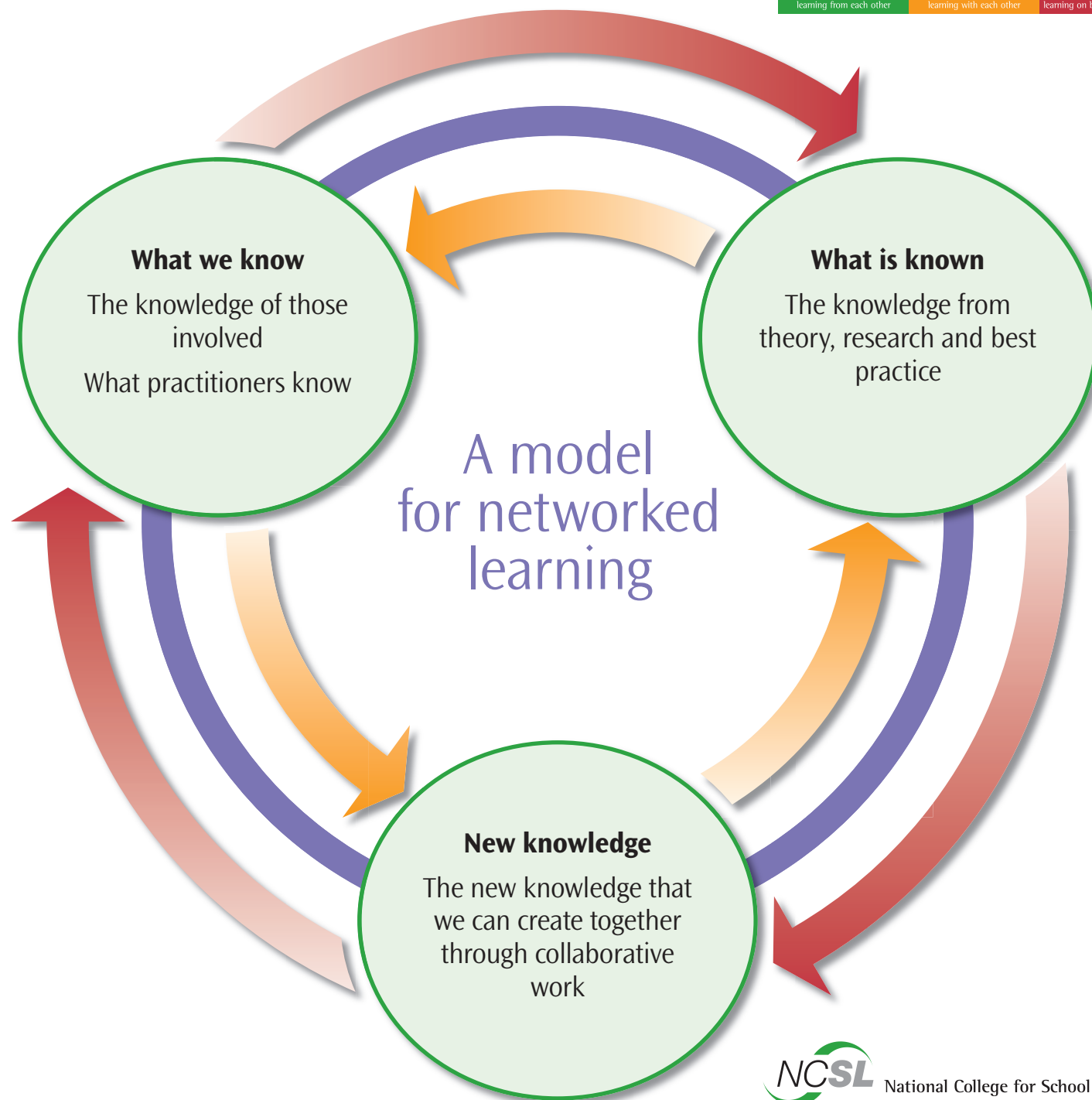
Networked Learning Communities

learning from each other learning with each other learning on behalf of each other

[www.ncsl.org.uk/nlc](http://www.ncsl.org.uk/nlc)

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	1	2	3	4	5	6	7	
<b>What does a networked learning community look like in practice?</b>	How are networked learning communities defined and configured in practice?	What can we learn about the prior histories of collaboration? How can we understand the effect of prior history on the development and progress of networked learning communities?	How many networked learning communities are simultaneously involved in other collaborative arrangements? What are they and what is the nature of their involvement?	How are networked learning communities using the programme to help them to make sense of multiple partnerships/commitments? How do networked learning communities help schools create coherence from other initiatives and policies?	In what ways do networked learning communities assist schools to engage with and draw in the wider community? How do networked learning communities increase parental and community engagement with schools?	Do networked learning communities generate novel or distinctive structures? How do these differ from existing organisational models?	What are the different types and growth states of networked learning communities?	
	8	9	10	11	12	13	14	15
<b>How do you run a networked learning community?</b>	What roles are involved in initiating and developing networked learning communities'?	What is the nature of the emerging role of LEA and HEI partners? In what ways are these new (i) to the network (ii) to the system? How do networked learning communities draw benefit from LEAs, HEIs and other external partners?	What are the different models of facilitation and models of leadership in networked learning communities?	How does information and communications technology enable networked learning communities to achieve their goals?	In what ways do the needs of networks differ in relation to phases of development and history? What support do different types of networked learning communities need at different stages of development?	What should leaders of networked learning communities avoid doing?	How do networked learning communities maintain momentum after a launch?	How do networked learning communities widen participation and reach beyond the committed core of enthusiasts?
	16	17	18	19	20	21	22	23
<b>Do networked learning communities make a difference?</b>	How do networked learning communities improve pupil engagement, pupil learning and pupil attainment?	How do networked learning communities improve the quality of adult learning and CPD? How do networked learning communities improve the quality of classroom practice?	How do networked learning communities improve the quality of leadership and leadership learning?	How do networked learning communities improve the organisation of schools (for example by creating broader curriculum offers)?	How do networked learning communities improve school-to-school learning?	How does the performance of networked learning communities' schools compare to similar schools outside the programme?	How are recruitment, retention, morale and the quality of professional development affected by involvement in a networked learning community?	How do networked learning communities benefit under performing schools?
	24	25	26	27	28	29	30	
<b>How do you learn in a networked community?</b>	What is the learning in networked learning? What is special/different/distinctive about the concept?	How are practitioner research and enquiry developed and sustained in networked learning communities?	How are advances in pedagogy shared in networked learning communities? How is classroom practice transferred between teachers in different schools?	How do networked learning communities support schools to learn from research and evidence?	Are there particular kinds of learning process that are more likely to occur through school-to-school connections?	In what ways are networked learning communities collecting, analysing and informing practice using data, particularly in relation to their learning foci? In what ways are they describing and providing evidence of progress? How does this relate to/differ from their current use of school-based and system-wide data?	How are networked learning communities generating new forms of dissemination and knowledge transfer? What are the different kinds of knowledge involved and how do they influence innovation respectively?	