**How to Use Action Research in the Self-Renewing School**Emily F Calhoun

Available now **Quote ref. 022/AL/NLC** 

"Learning to inquire together, to generate knowledge and action simultaneously – that's action research."

This book provides practical guidance for those seeking to conduct school-wide action research to improve pupil learning. The author reviews the who, what, why, when, where and how of planning and implementing action research in the self-renewing school.

Calhoun's primary purpose in writing the book is to help and encourage more schools to take part in school-wide action research. Although she outlines the principal goal of such research as being to enhance the education of students, the techniques and values set out also aim to help schools make better choices about how both adults and students use their time and energy.

This is excellent and very practical reading for members of networks embarking on programmes of action research. The guidance it offers will prove invaluable to those undertaking such work, regardless of the specific focus of the activity. Importantly, it outlines how we can also use the methods of action research to study and improve what's happening to adults in our learning community.

Emily F Calhoun is Director of the Phoenix Alliance in St Simons Island, Georgia. She has facilitated school-based and district-wide renewal programmes and conducted extensive studies on the action research process.

Available now	
Quote ref. 022/AL/NLC	
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## **Networked Learning Walks** Development and enquiry programme

www.ncsl.org.uk/nlc

'We are particularly interested to develop the (Networked) Learning Walk as a tool for networked learning across the network and particularly for our 18 functioning focus groups to lead on learning development at all levels. Our NLC has been operating for one year and has made significant links between and within our schools.'

Kingsbridge NLC

Within schools and across networks, the use of the study visit as an enquiry tool provides opportunities for professionals to share what they know and to learn both from and on behalf of others.

The overall scope of this development and enquiry programme is to develop the Networked Learning Walk as:

- a sustainable enquiry process based upon the understanding, and lived experience of open learning in specific network contexts
- a rigorous and structured process that requires participants to identify a clear, learning-centred, focus for enquiry
- a set of guidelines and protocols that are flexible enough to accommodate each school's specific context and which encourage new professional dialogue about leadership learning
- a clear set of expectations as to how Networked Learning Walks function as a catalyst for sustained school improvement, transformation and innovation

This programme will involve networks in the development of a common framework for differentiated exchange visits identified as Networked Learning Walks.

For further information, please visit www.ncsl.org.uk/nlc or contact Ann Wood on 08707 870 370 or email ann.wood@ncsl.org.uk

## Beyond Monet – The Artful Science of Instructional Integration

Barrie Bennett and Carol Rolheiser

Available now **Quote ref. 005/AL/NLC** 

"Most teachers want to make a difference for students, but they often get too little time and support to work smart. So much comes at them so quickly, that just when they are emerging from what Michael Fullan labelled the 'inevitable implementation dip', the next new idea comes along...To respond to the ever increasing demands and complexity, teachers must be aware of and act on the science within the art of teaching – a challenging task."

The focus of this book is how knowledge of instruction can assist teachers in responding to the never-ending pressure to create meaningful and powerful learning environments for children. It offers a practical approach on how to integrate a variety of instructional skills and strategies based on knowledge of how students learn. It is the culmination of the authors' classroom, school and research experience and includes numerous sample lessons by teachers.

Barrie Bennett has taught at all school levels, and has worked with special needs students. He is currently an Associate Professor at the Ontario Institute for Studies in Education at the University of Toronto.

Carol Rolheiser has had extensive classroom experience and is currently the Associate Dean at the Ontario Institute for Studies in Education at the University of Toronto. Her most recent book is The Portfolio Organiser published by ASCD.

Both authors have worked nationally and internationally.

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## **Leading from the Middle**NCSL programme for middle managers

www.ncsl.org.uk/lftm

"The Leading from the Middle programme will provide leadership skills and support for emergent leaders, including subject heads and others who have a significant leadership role." This programme, offered by NCSL, initially targets those in middle level positions with curricular responsibility, including subject leaders in secondary schools, curriculum coordinators in primary schools and those with a similar role in special schools.

To make the programme as relevant and practical as possible, participating subject leaders will identify a leadership focus, based on an analysis of their own leadership learning goals. This provides the framework for their in-school development enabling practical development of leadership skills. Whilst much of the work will be done in school. Leading from the Middle will include two twilight sessions and three days of face-to-face activity undertaken with other participating schools in the region and supported by a programme facilitator. There is also a significant online learning dimension which includes online materials and resources. access to the Middle Ground Online Community and the innovative Virtual School, Participants also work with a nominated leadership coach who acts as a support and mentor through the programme.

There will be opportunities for members of Networked Learning Communities to put forward teams of middle managers for the programme. For more information, or to register your interest please visit www.ncsl.org.uk/lftm
Applications should be submitted by online application form and are initially made by individual schools.

## **Teacher Researchers**Development and enquiry programme

www.ncsl.org.uk/nlc

'We have been supporting teachers as researchers for a year, investigating Assessment for Learning techniques. We are keen to investigate further the skills required by teachers to make (AfL) work successfully in lessons. We have prepared our own guide for research mentors following our first year of research but would like to continue to develop this.'

City of York Assessment for Learning Initiative NLC Collaborative teacher enquiry and research lies at the heart of the NLC programme. We are developing a programme which will enable us to both learn from and provide additional support to NLC teachers engaged in enquiry.

This development and enquiry programme will initially run for a year and combine three face-to-face sessions with an online learning component. Issues covered throughout the programme will include:

- knowledge generation and management strategies
- effective dissemination
- collaborative participation
- o utilisation of enquiry and research

Through the seminars, and by connecting with leading thinking in the areas outlined above, we will produce resources to support networks engaged in teacher enquiry.

For further information, please visit www.ncsl.org.uk/nlc or contact Ged Puckett on 08707 870 370 or email ged.puckett@ncsl.org.uk

**Transforming Learning for Networks**Development and enquiry programme

www.ncsl.org.uk/nlc

'Our network has placed teacher enquiry at its heart. One element of our work has been the use of the (Hay McBer) Transforming Learning materials to capture pupil voice and then to use this data as a tool for shared reflection; team learning and coaching. Our experiences to date could provide a useful learning focus for colleagues in other petworks'

Hartlepool NLC

Transforming Learning (Hay McBer) was designed as a private, self-directed professional development tool. Experience has shown however, that it is most powerful when used collaboratively, with staff coaching each other, comparing results and formulating joint action plans.

This development and enquiry project prepares participants for receiving, handling and using the data generated by the Transforming Learning software as an integral part of the process, and seeks to build on the collaborative aspects to generate a powerful networked learning tool.

Participants will focus their enquiry within the zone of proximal development between gathering the data and climate change in order to better understand the benefits of networked learning. It is hoped that the project will generate powerful practical and theoretical models for use within the wider educational community.

For further information, please visit www.ncsl.org.uk/nlc or contact Jo Bryce on 08707 870 370 or email jo.bryce@ncsl.org.uk