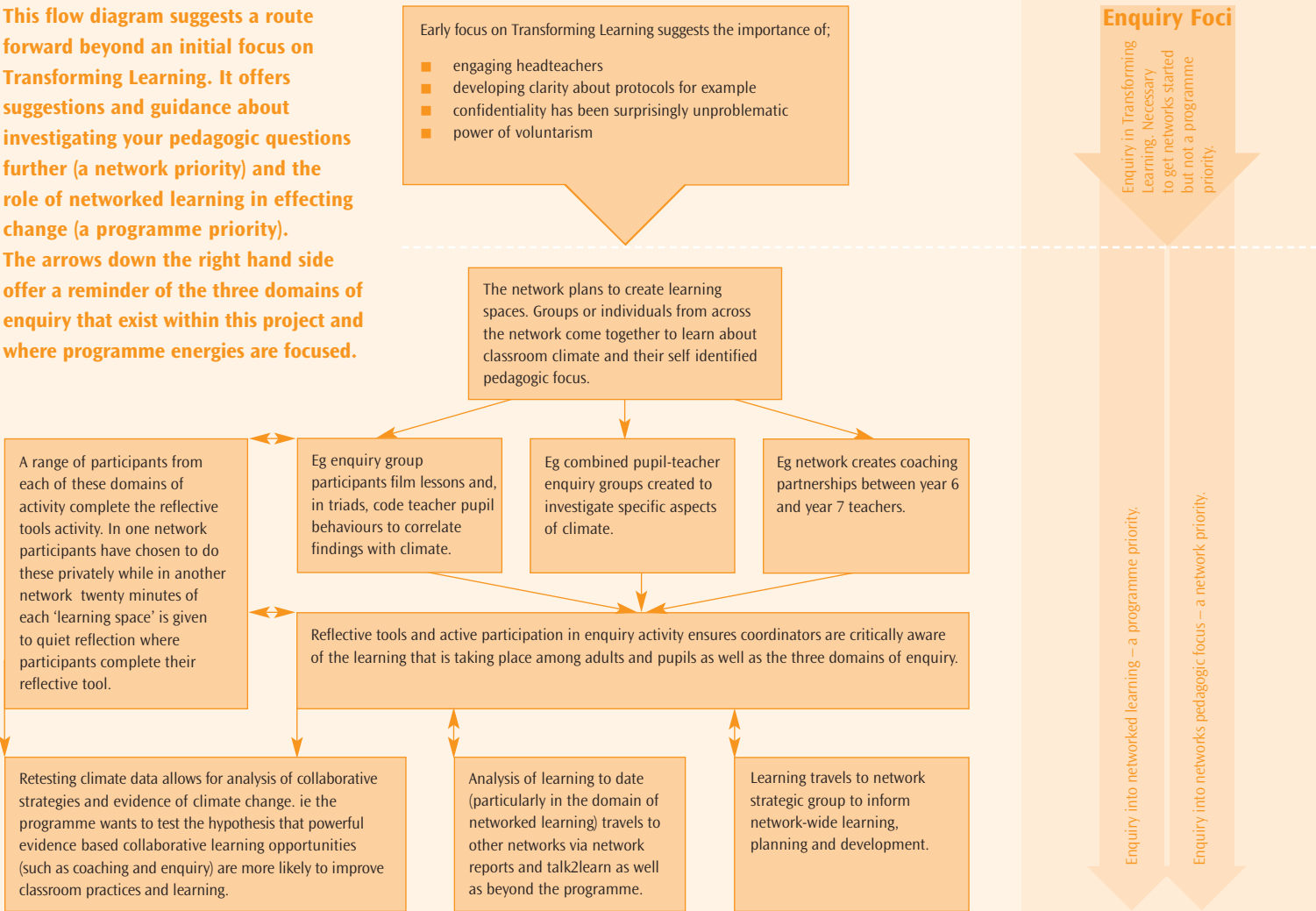


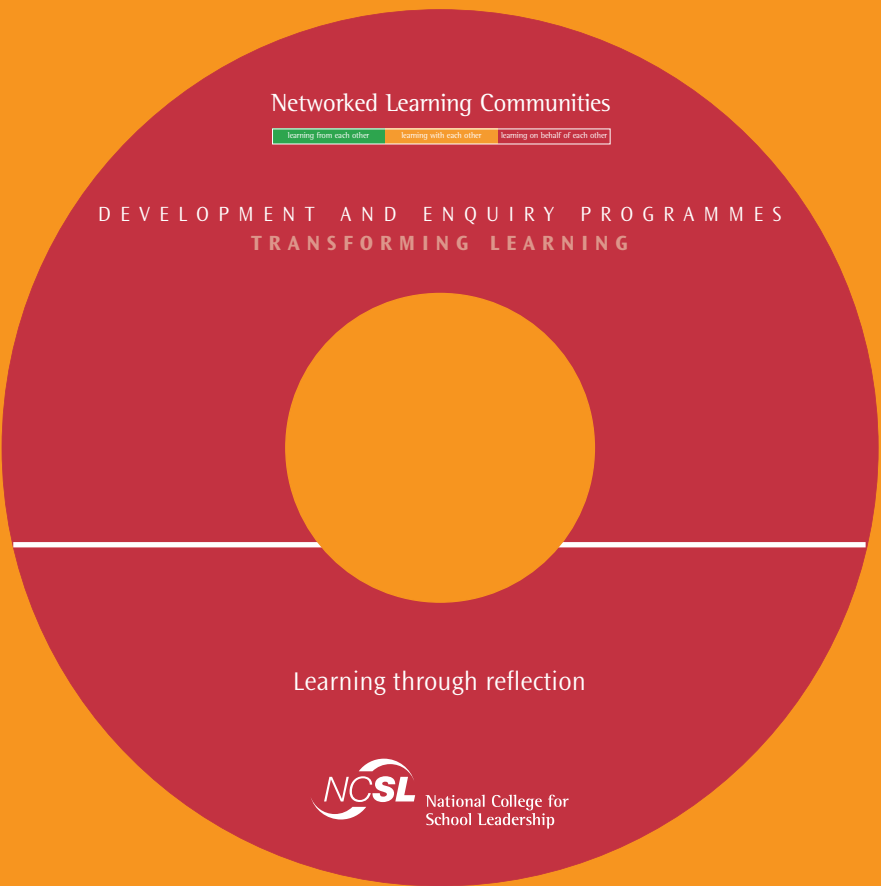
This flow diagram suggests a route forward beyond an initial focus on Transforming Learning. It offers suggestions and guidance about investigating your pedagogic questions further (a network priority) and the role of networked learning in effecting change (a programme priority). The arrows down the right hand side offer a reminder of the three domains of enquiry that exist within this project and where programme energies are focused.



DEVELOPMENT AND ENQUIRY PROGRAMMES
TRANSFORMING LEARNING

Learning through reflection

Networked Learning Communities



“Tell me and I will forget.
Show me and I may remember.
Involve me, and I will understand.”

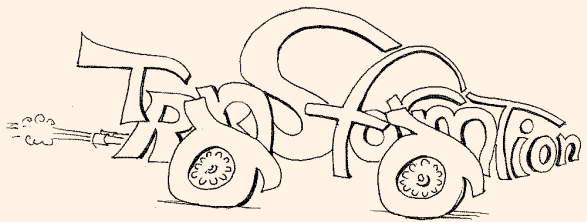
Confucius

Templates of figures 2 and 3 can be found on the attached CD as can a version of the guidance which you can either print off directly for colleagues in your network or adapt for your context and then distribute.

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Transforming Learning, like other rich sources of classroom and school data, has the potential to be a powerful vehicle for collaborative learning. However, learning won't automatically make it happen. Networks need to plan to learn together, they need to create space and time to make meaning and reflect upon this process in order to effect change. We all need to learn through this development and enquiry work what it is that bridges the gap between collecting any sort of classroom data and any subsequent change. That is what this resource is designed to do.



So far, we have recognised the importance of spending considerable time ensuring the vehicle for the journey ahead is sound and that we know how to operate it. As a result our focus has not been on networked learning, but on Transforming Learning and we have learned a lot. The time is right, however, to shift the emphasis onto the things we do together to effect change.

Figure 1



Thus far it has been necessary to focus most of our attention on Transforming Learning, but on its own that is less likely to effect far reaching change in our networks. What is it that networks do together to make meaning from the data and learn collaboratively?

This resource is designed to help you reflect on the learning that is taking place throughout your journey. It is not a toolkit that will itself create the space for learning about classrooms or pedagogy. We believe that networks should be addressing both which is why we asked you, in your submission, to identify the networked learning processes you planned to engage with (eg peer observation, joint planning, coaching, appreciative enquiry). It is also the reason for sharing some thoughts about coaching and enquiry with you during previous workshops.

There is, however, a commitment to learning on behalf of the wider system in becoming part of this development and enquiry group. So far the co-ordinators of each core group have worked with a facilitator to produce a report of their learning to date. These are all available on talk2learn along with the second 'Occasional Paper' which provides the analysis of these. This process, however, neither captures the potentially significant learning that is taking place across your network, nor creates a learning space for the network or model the collaborative enquiry that this project is committed to.

So...

Whatever your plans for 'capturing your learning' we would like you to use this reflective tool to do the following;

- create space for reflection across a range of participants in this project
- create a data set which allows you, as co-ordinators, to make a more informed assessment of the learning that is taking place and share this in a way which others can learn from
- model the importance of reflection and enquiry for other participants

Force field analysis guidance

Why use force field analysis?

Force field analysis is a tool which helps identify when progress – or setbacks – may have occurred over a period of time. In turn, this can provide an indication of which techniques or processes have proved successful, or unhelpful, by providing points of reference for analysis and comparison.

How can force-field analysis be used?

Firstly establish a time frame for reflection. This may be one graph for the whole year which participants add to throughout the project or you may chose to have graphs for individual periods of activity such as pre data collection, post data collection etc.

"I was amazed how quickly time passed [when filling it in], I just didn't expect it to be so helpful."

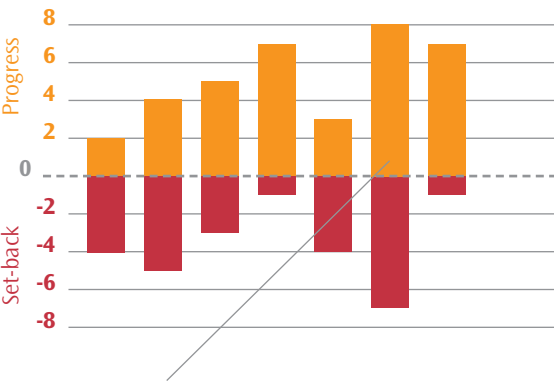
Comment from teacher using force field analysis during the NLC spring enquiry

Thoughts for the co-ordinator

- Each event or point on the graph will need explanation so that the coordinator can analyse the learning across participants. This could be as simple as annotations alongside each point or could equally be combined with learning journal entries.
- This tool should make it relatively straightforward for the analyst to note common events/influences on learning.
- This tool is relatively quick to complete which may mean it is more readily accepted than other techniques.

There is a range of outlines which you can use for the next stage (two examples are shown below and blank templates can be found on the attached CD). Points are plotted over time on the graph reflecting points of progress or setback. Force field analysis recognises that a largely positive event or process may also have had negative aspects to it (and vice versa), and this is reflected in the example diagrams below:

Figure 2

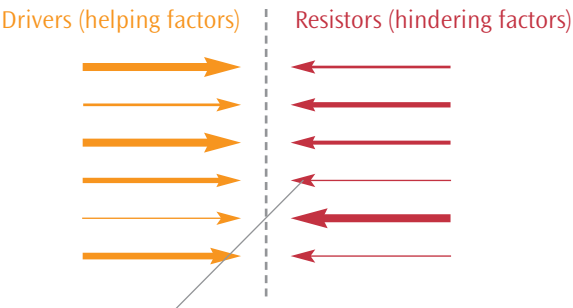


"I learned more in that 20 mins of video than I've done in the last twenty years - I couldn't avoid issues that were challenging and with Carole's mediation I was able to see a way I might make progress."

Although these reflective tools can be used independently we would like you to use a combination of them as described here.

This graph does not necessarily have to take the form of a bar chart – points could well be plotted as a line graph. Alternatively the version below, using weighted arrows depicting events, could be used.

Figure 3



"Videotaping my lesson was terrifically scary, I managed to put it off for nearly two terms. I've never looked so closely at myself in the classroom let alone show it to anyone else."

Learning Journal Guidance

*"Tell me and I will forget.
Show me and I may remember.
Involve me, and I will understand."*

Confucius

Why keep a learning journal?

A learning journal makes you think. You can't improve and change something you're not aware of in the first place. As a method of reflection, a learning journal will help you slow-down and evaluate a learning experience at your own pitch and pace. It is a tool for appraising experiences from different perspectives and forming thoughtful and founded plans.

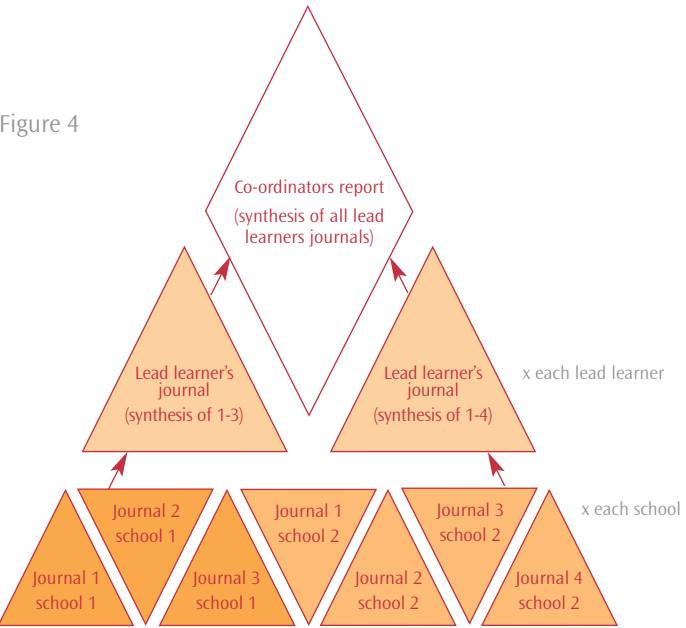
How can a learning journal be used?

A learning journal is essentially a learning tool for the individual. For the purpose of this project however, there is a need to share journals (or at least elements of them) so that the learning extends beyond the individual – participants must, however, volunteer to share the often deeply personal learning they commit to paper in this journal. For the purpose of this development and enquiry activity we do not expect a lengthy journal. Short entries, such as those annotated on figures 2 and 3, which help make sense of the key events identified through the force field analysis, would be ideal.

Thoughts for the co-ordinator?

- Some adult learners are prone to writing vast amounts in their learning journal. Although not necessary, if it is of use to them then they should of course be at liberty to continue. The challenge this sets the data analyst, however, is the quantity of information that needs to be processed.
- A model found to be effective ensures that all journal entries are read, the author can have feedback on their thinking if they choose and more people can have access to each other's learning.

Figure 4



A learning journey for an individual journal might look something like this.

It might be worth considering this structure as a way of sharing learning and providing internal facilitation and feedback. With the author's permission, writing some comments on their entries can really motivate continued engagement. Comments such as;

"That's interesting; the same event has been identified in all five of the journals I have read. What was it about the day which made it so useful?"

"How do you feel now, two months on? Has it made you do anything differently?"

"How did you come to terms with feeling so low about the feedback?"

"Do you want some support with this?"

"What was it the students said that changed your mind?"

can make a participant feel as though they are contributing to something bigger and that their feelings and experiences are valued by others.

"When you are involved in something new, you can be really fired up and enthusiastic at the start... and as time passes you forget the pivotal, key moments..."

Teacher in Tyneside NLC reflecting on the value of her learning journal