Networked Learning Communities
learning from each other | learning with each other | learning on behalf of each other

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Levels of learning activity

Please tick the box that most reflects your attitudes

5. School-to-school learning

	Regularly	Often	Sometimes	Rarely
(a) Staff in our school have visited other schools in our NLC	☐	☐	☐	☐
(b) Staff from our school have identified excellent practice in other schools in our NLC	☐	☐	☐	☐
(c) Staff in our school teach differently as a result of working with other schools in our NLC	☐	☐	☐	☐
(d) Changes in our own school have benefited other schools in our NLC	☐	☐	☐	☐

6 Network-to-network learning

	Regularly	Often	Sometimes	Rarely
(a) Staff in our school look to other NLCs for innovative ideas	☐	☐	☐	☐
(b) Staff in our school have visited schools in other NLCs in order to learn from them	☐	☐	☐	☐
(c) Staff in our school have shared teaching resources with schools in other NLCs	☐	☐	☐	☐
(d) NCSL events provide an opportunity for learning between different NLCs	☐	☐	☐	☐

7. Making a difference

	Strongly agree	Agree	Disagree	Strongly Disagree
(a) Pupil achievement in our school has improved as a result of our NLC	☐	☐	☐	☐
(b) Classroom practice in our school has improved because we belong to our NLC	☐	☐	☐	☐
(c) The quality of leadership in our school has improved as a result of our NLC	☐	☐	☐	☐
(d) Our school as a whole has progressed because we belong to our NLC	☐	☐	☐	☐

From the whole levels of learning activity, choose a question that you discussed fully. ☐ / ☐

What examples and evidence informed your choice of answer to that question? ....

This activity was designed to be completed in pairs.

How many teachers completed this activity? ☐
How many support staff completed this activity? ☐
How many other staff completed this activity? ☐

What is the name of your school? ....

What is the name of your networked learning community? ....

Thank you for taking part in this activity. Please detach this page and return to:
Chelmsford Data Centre, NOP World, FREEPOST KE4466, Chelmsford CM1 1ZZ

To help you get started, here are a couple of examples of how NLC's used the levels of learning activity last year. You may want to use these methods, or you may want to take some of the ideas and modify them to suit your own group.

❝ One school decided to set up a special extended INSET session after school, in order to provide quality discussion time for considering the levels of learning activity. After asking staff initially to consider their answers to the questions individually, people were then organised into mixed groups of middle managers, teachers and learning support assistants. As groups discussed and compared their various answers, some lively debate ensued on aspects of teaching and learning and professional development. As a plenary, the groups were then asked to place their marks on a poster size version of the questions on the wall, and justify how they rated each level of learning. The school is now planning to restructure its school development plan around the levels of learning next year. ❞

❝ One of the networked learning communities seized on the opportunity to use the levels of learning activity as a tool to engage all staff in every school in discussion on teaching and learning. The headteachers organised a launch for their networked learning community, making use of a common INSET day. Staff were encouraged to reflect on their own school's strengths and weaknesses and mark answers on the levels of learning activity, before being divided into cross-school groups to discuss the relative strengths of each other's schools. The buzz in the conference room was fantastic. The activity proved to be an excellent way of involving all staff in the heart of the NLC. Many cross-school links followed as teachers shared ideas about best practice in their schools. ❞

Levels of learning activity: a collaborative enquiry exercise for discussion and reflection

❝ If every adult in every network has engaged with the levels of learning activity both individually, and collaboratively, they will have engaged with the values and principles of the Networked Learning Communities programme in a meaningful way. ❞

David Jackson,
Co-leader Networked Learning Communities

www.ncsl.org.uk/nlc

NCSL National College for School Leadership

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Levels of learning activity

Guidance: how to use the levels of learning activity

Levels of learning activity

Dear colleague,

Thank you for taking part in the levels of learning activity. The purpose of the activity is to generate discussion and data about teaching and learning in every school in your networked learning community (NLC). The activity is also central to the baselining and progress mapping for the whole Networked Learning Communities programme. Clearly, its value would be compromised if it were not completed fully. That is why it is necessary to ask all the staff in every NLC school to participate in the activity.

The activity is based around six levels of learning:

- pupil learning
- adult learning
- leadership learning
- school-wide learning
- school-to-school learning
- network-to-network learning

We hope that participating in the activity will create conversation and debate about teaching, learning leadership and networking in your school. This is why the activity is designed to be completed in pairs followed by group discussion.
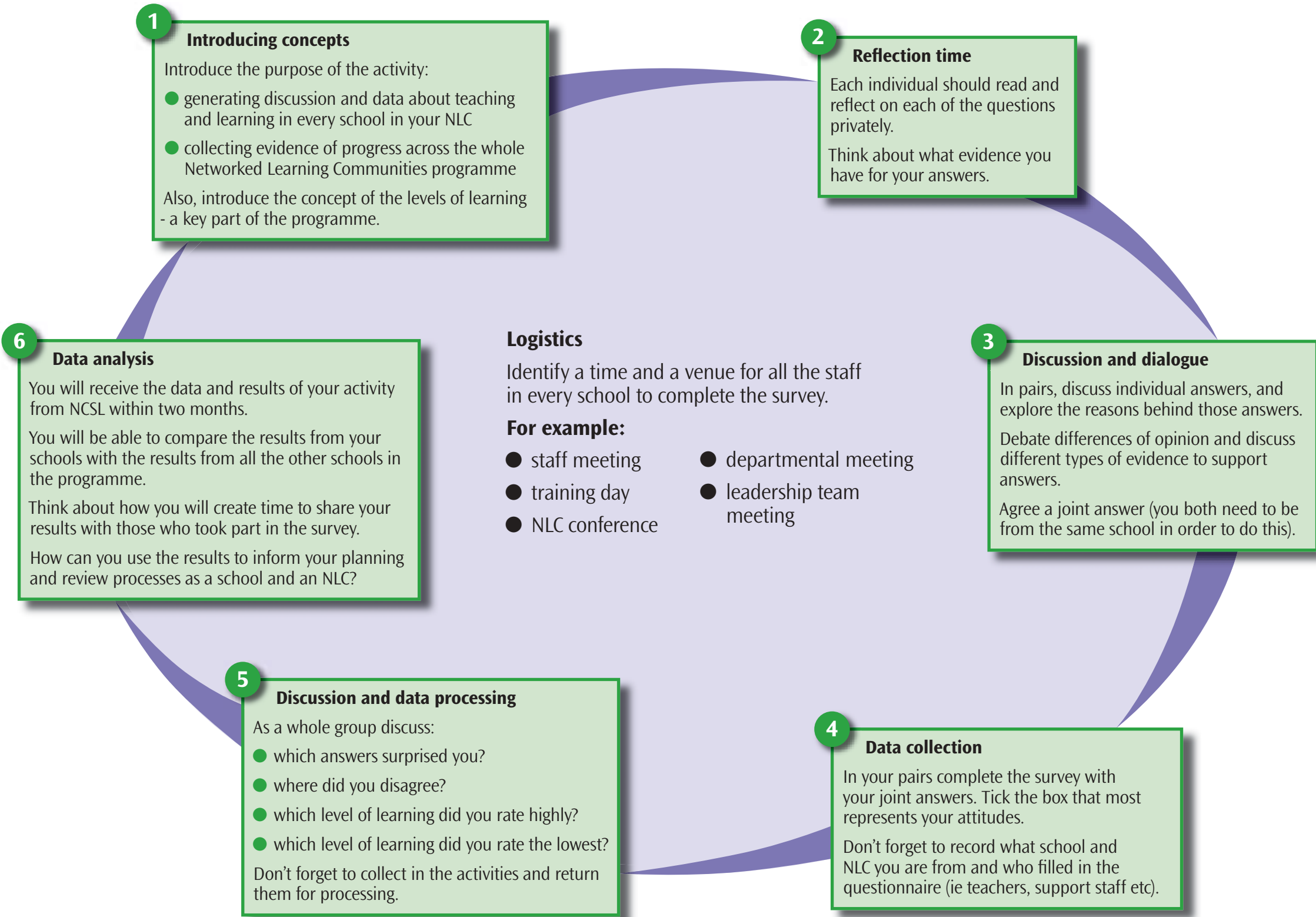
Data from the activity will be processed by National College for School Leadership (NCSL) and sent to the co-leaders of your NLC for them to share with each school. The data about your schools and your NLC will remain confidential to yourselves and to the NCSL. Any data returned to NCSL will be processed by the College and a data processing agency and will not be passed on to other third parties.

We hope you enjoy participating in this activity. If you have any questions relating to its completion, please do not hesitate to contact your NCSL facilitator.

Yours faithfully,

David Jackson   Gene Payne   Jasbir Mann

Co-leaders,
Networked Learning Communities

1 Introducing concepts

Introduce the purpose of the activity:

- generating discussion and data about teaching and learning in every school in your NLC
- collecting evidence of progress across the whole Networked Learning Communities programme

Also, introduce the concept of the levels of learning - a key part of the programme.

2 Reflection time

Each individual should read and reflect on each of the questions privately.

Think about what evidence you have for your answers.

3 Discussion and dialogue

In pairs, discuss individual answers, and explore the reasons behind those answers.

Debate differences of opinion and discuss different types of evidence to support answers.

Agree a joint answer (you both need to be from the same school in order to do this).

4 Data collection

In your pairs complete the survey with your joint answers. Tick the box that most represents your attitudes.

Don't forget to record what school and NLC you are from and who filled in the questionnaire (ie teachers, support staff etc).

5 Discussion and data processing

As a whole group discuss:

- which answers surprised you?
- where did you disagree?
- which level of learning did you rate highly?
- which level of learning did you rate the lowest?

Don't forget to collect in the activities and return them for processing.

6 Data analysis

You will receive the data and results of your activity from NCSL within two months.

You will be able to compare the results from your schools with the results from all the other schools in the programme.

Think about how you will create time to share your results with those who took part in the survey.

How can you use the results to inform your planning and review processes as a school and an NLC?

Logistics

Identify a time and a venue for all the staff in every school to complete the survey.

For example:

- staff meeting
- training day
- NLC conference
- departmental meeting
- leadership team meeting

Please tick the box that most reflects your attitudes

1. Pupil learning

	Regularly	Often	Sometimes	Rarely
(a) We foster an environment in our school in which pupils enable each other to learn, for example, through peer assessment or peer mentoring	☐	☐	☐	☐
(b) The learning in our classrooms is informed by published research and expertise about how children learn	☐	☐	☐	☐
(c) Pupil feedback helps our teachers review their classroom practice	☐	☐	☐	☐
(d) Our pupils work with teachers to generate ideas about improving lessons	☐	☐	☐	☐

2. Adult learning

	Regularly	Often	Sometimes	Never
(a) Our school uses published research and expertise to improve teachers' classroom practice	☐	☐	☐	☐
(b) In our school, schemes of work are collaboratively planned	☐	☐	☐	☐
(c) In our school, staff collect evidence in order to improve their teaching	☐	☐	☐	☐
(d) In our school, staff discuss different teaching practices in groups and then try them out in their classrooms	☐	☐	☐	☐

3. Leadership learning

	Regularly	Often	Sometimes	Never
(a) Our school provides leadership opportunities for all staff	☐	☐	☐	☐
(b) In our school, we discuss and reflect on our experiences of leadership	☐	☐	☐	☐
(c) Colleagues in our school read published research about school leadership	☐	☐	☐	☐
(d) Our headteacher learns collaboratively from other headteachers	☐	☐	☐	☐

4. School-wide learning

	Regularly	Often	Sometimes	Rarely
(a) Individual staff in our school help others to improve their classroom practice	☐	☐	☐	☐
(b) In our school, teachers share classroom practices with colleagues who are responsible for different curriculum subjects	☐	☐	☐	☐
(c) Staff in our school feel strongly that they add value to one another's professional development	☐	☐	☐	☐
(d) Groups of teachers in our school share what they have learned with the whole staff	☐	☐	☐	☐