



Levels of learning survey

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“Good practice in schools should be shared as widely as possible. Every school and teacher could learn more about improving the learning of their students. It is imperative that we become better at learning from others so that we may better meet the needs of children.”

Demos

“Learning to improve our own teaching is important, and learning how to help others to improve theirs is equally important. Developing a sense of professional responsibility towards the learning of others is at the heart of good teaching.”

Headteacher, Co-leader Cohort 1A

Dear Colleague

Thank you for taking part in this part of the baseline research for the Networked Learning Communities programme. This exercise is one of a number of ways in which we are trying to understand the different starting points of schools and networks as we begin this exciting journey together. This survey will therefore be repeated later in the programme.

The survey is based around six levels of learning, a concept that forms one of the frameworks for the Networked Learning Communities programme.

The levels of learning identified here are:

- Pupil learning
- Adult learning
- Leadership learning
- Within school learning
- School-to-school learning
- Network-to-Network learning

Within each of these sections the questions try to understand the different ways in which learning is acquired and processed, so all:

- (a) questions relate to sources of information and knowledge and how they are accessed,
- (b) and (c) questions ask about learning processes and how new knowledge is used and
- (d) questions explore the idea of making knowledge visible and accessible so that it might be shared widely.

The baseline research will be housed in an enquiry framework and is designed to collect information that is useful in your school and in your network. We hope that participating in the survey will create conversation and debate about learning and leadership and networking in your school as well as informing the programme about the ways in which networks are developing over time. It is recommended therefore that the survey be discussed in small groups, ideally twos or threes, and that there is an opportunity to build on those discussions in follow-up sessions.

The results of the survey will be processed centrally and your network facilitator will receive an analysis of your responses for individual schools and at network level to support their work with co-leaders. One copy of the responses will stay in school. At whole programme level the responses will be anonymised ie identifiable only as Network A, Network B etc.

We hope you enjoy participating in this survey. If you have any questions relating to its completion or any other aspect of the baseline research, please contact us at:

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“In talking about the survey, we questioned what is meant by systematic evidence. We have loads of examples for Pupil Learning; we started talking about learning systems and school councils and peer mentoring and such, and then someone said “...but is it systematic in our school?”
Co-leader Cohort 1A

“If every adult in every network has engaged with the survey, individually, reflectively and collaboratively, they will have engaged with the values and ideas in a meaningful way.”

David Jackson, Co-leader Networked Learning Communities



National College for School Leadership

1 Pupil learning - pupils tell us about themselves as learners

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REGULARLY ☐ OFTEN ☐ SOMETIMES ☐ RARELY ☐
- b Pupils take responsibility for each other's learning in our classrooms.
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- c Pupils have the opportunity to tell us what worked for them when we review teaching and learning.
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- d Pupils work with teachers to help to improve the school.
REGULARLY ☐ OFTEN ☐ SOMETIMES ☐ RARELY ☐

If you have responded positively (regularly/strongly agree) to any of these questions, could you provide evidence for this? YES ☐ NO ☐

2 Adult learning - through joint work, adults teach each other the art and craft of teaching

- a Whenever we are seeking to improve our practice we draw on the knowledge-base beyond our school.
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- b We plan and learn collaboratively.
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- c We study together the evidence we generate about teaching and learning and school development.
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3 Leadership learning - leaders coach and facilitate others to lead

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Networked Learning Communities

learning from each other

learning with each other

learning on behalf of each other

www.ncsl.org.uk/nlc

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