

Play Lists

Recommended resources for the
professional development of school
practitioners

Professional Development play list

This play list has been created to introduce the work of the Networked Learning Group to school leaders and teachers and in the context of professional development.

Professional development play list

This play list introduces and makes more accessible the work of the Networked Learning Group to school leaders and teachers and those interested in professional development. It is divided into 3 sections:

1. 'Learning networks' offers a general introduction to networks and collaboration through a series of reports and papers..
2. 'Practical tools and network examples to support Professional Development' provides illustrations of ways to work and learn across networks of schools.
3. 'Impact on professional development'

Section 1. Learning Networks

- *Networks – Ann Lieberman*

This think piece is a useful introduction to the benefits of networks as an alternative form of professional development and a catalyst for school improvement.

- *Professional Learning Communities*

This think piece explores the concept of the professional learning community and what it looks like in practice. This is a useful introduction to those new to the idea of learning networks as it explores six shared characteristics found in professional learning communities as suggested by research evidence from successful practice.

- *Networks, the potential for teacher learning*

This booklet is a joint production of the General Teaching Council for England (GTC) and the National College for School Leadership (NCSL). It brings together the learning of those working in and with school, and illustrates the huge amount of shared professional knowledge which exists in schools. The case studies which provide the backbone of this leaflet come from the work of the NLCs the GTCs professional networks and the Training and Development Agency for schools (TDA).

- Jackson, D & Temperley, J, 2006, *From professional learning community to networked learning community*. Paper presented at International Congress for School Effectiveness and Improvement (ICSEI) Annual Conference, Fort Lauderdale, 3–6 January, 2006.

This paper argues that the school as a unit has become too small-scale and too isolated to provide professional learning for its adult members in a knowledge-rich and networked world. A new unit of meaning, belonging and engagement – the network – is required. It also suggests that the collaborative learning and enquiry norms of the professional learning community actually *require* openness to external learning from networks.

- Cordingley, P, Rundell, B, Temperley, J & McGregor, J, 2004, *From transmission to collaborative learning: best evidence in continuing professional development*. Paper presented at International Congress for School Effectiveness and Improvement (ICSEI) Annual Conference, January.

This paper examines the EPPI review of effectiveness of CPD in relation to nine key features highlighted as being of significant interest to those involved in developing adult learning within NLCs, providing structures and illustrative material.

- Hadfield, M, Noden, C, Stott, A, Spender, B, McGregor, J & Anderson, M, 2005, *The leadership of adult learning in networks (Full report)*, NCSL

This report by NLG research looked at the leadership and management of professional development in networks. The report highlights issues around strategic management, sustainability and the use of external experts in professional development.

- *What are we learning about...? Establishing a network of schools*

This publication explores the key characteristics of effective networks which includes the creation of new opportunities for adult learning.

Section 2. Practical tools and network examples to support professional development in learning networks

- *Network Snapshots DVD- Understanding Learning Networks*

This DVD contains 15 montages of network activity and is designed as an interactive learning resource. It is aimed at network leaders, facilitators and local authority staff. Some of the themes covered include: Assessment for Learning; professional development; teacher enquiry; pupil learning; pupils as researchers; and inter-school visitations.

- *Professional Learning Communities: source materials for school leaders and other leaders of learning*

This pack of source materials is jointly published by NCSL, GTCE and DfES Innovation Unit and has been developed from the outcomes of a jointly sponsored

research project completed in 2005 which looked at developing and sustaining effective professional learning communities in schools and colleges. The materials are organised under five key themes - familiarisation and deepening understanding, audit, planning, action, monitoring and evaluation- accompanied by a 'Getting started' user guide and a route map to assist in planning your journey through the materials.

- *Learning conversations in learning networks*

A guide which describes some of the ways in which professional conversations can become focused, structured and well-facilitated in order that transformational learning can take place.

- *Network leadership in action – Getting Started with Networked Research Lesson Study*

This publication includes guidance on planning for and undertaking research lessons in networks, snapshots of practice and development tools and templates. It is also accompanied by a DVD.

- *Network leadership in action – Getting started with Networked Study-visits*

This development tool provides materials to get started with Networked Learning Study-visits.

- *Network leadership in action – Getting started with Networked Collaborative Enquiry*

This publication provides three practical tools designed to provide school and network leaders with all they need to start with collaborative enquiry. The first booklet sets out the context and different approaches to carrying out collaborative enquiry. The second booklet contains snapshots of practice from networks engaged in collaborative enquiry, and the third booklet contains enquiry tools and templates developed in school networks. This resource pack is also accompanied by a DVD.

- *Writing research and enquiry summaries*

This practical booklet, produced by NCSL and CUREE, provides guidelines which support the development of informative research summaries that are attractive to and useable by teachers in networks.

Teacher researcher reports:

- *Perspectives on practitioner research* – Marion Dadds
- *Students as researchers* – Jane McGregor
- *Knowledge management and action research* – Mark Hadfield
- *Partnership and participation in teacher research* – David Leat

- ***Levels of learning activity***

This tool is designed to generate discussion and data about teaching and learning in every school in a network. The tool is based on the six levels of learning used in NCSL's Networked Learning Communities programme: pupil learning; adult learning; leadership learning; school-wide learning; school-to-school learning; and network-to network learning.

- ***Leading coaching in school networks***

This report contains some key messages for network and partnership leaders, school leaders and leaders of professional learning to support the development of coaching within a continuing professional development portfolio.

Section 3. Impact on professional development

- Crowe, V with Noden, C & Stott, A, 2006, ***Evidence from learning networks***, NCSL

This report gives a statistical overview of the NLC programme and contains trend data on pupil attainment for the whole programme as well as containing information on the activities undertaken within NLCs.

- ***'Finding the path to further progress'***, from *'What are we learning about...? Making Mathematics count in school networks'*

This think piece explores the issues teachers currently face in achieving further attainment increases in mathematics. It addresses how a path to further progress may be found through the creating of learning networks which give teachers access to both subject and pedagogical expertise.

- McGregor, J, Fielding, M & Robinson, C with Spender, B, 2006, ***Learning networks research legacy: Footprints of practice: adult learning and joint practice development in networks***

This is a detailed report relating to transferring practice within networks, with a particular focus on adult learning.

- ***'Leadership and sustainability'*** from *'What are we learning about...?LEA involvement in school networks'*

This piece by Michael Fullan challenges local authorities involved in school networks to develop strategies, training opportunities, situated learning experiences and day-to-day actions in networks of schools that will develop 'system thinkers in action'. This, it is argued, is the key to better organisational and system performance, to 'going to scale' and to enhancing the conditions for sustainability,

where a commitment to simultaneous tri-level change is required in order to achieve system transformation at school (and network) level, district (or LEA) level and at the level of national policy.

- *The impact of networks on pupils, practitioners, organisations and communities they serve*

This summary contains key messages from a systematic review of literature undertaken by NCSL and CUREE. The review involved the filtering of over 4,500 titles and abstracts and 383 full studies.

- *Leading continuing professional development in school networks: adding value, securing impact*

This summary presents some key messages for network leaders from a collaborative enquiry into the challenges of leading effective continuing professional development (CPD) in networked contexts, led by the National College for School Leadership, The Training and Development Agency for Schools and the Centre for the Use of Research and Evidence in Education

- *Leading collaborative enquiry in school networks*

Some key messages for network and partnership leaders, school leaders, local authority and HEI staff and all others interested in supporting practitioner enquiry

- Earl, L, Katz, S, Elgie, S, Ben Jafaar, S & Foster, L, with Sammons, P & Mujtaba, T, 2006, *How networked learning communities work* Aporia Consulting Ltd (External evaluation Phase 3)

This is the final report of the three-year external evaluation of the Networked Learning Communities programme. The report draws on the experiences of the Networked Learning Communities Programme, with a view to informing the work of other groups and agencies in England and beyond who are incorporating networking into their educational change efforts.