

Networked Learning Communities

learning from each other

learning with each other

learning on behalf of each other

The Network-o-gram Task

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"I'm having trouble making sense out of it all myself and I've got the big picture. How on earth is anybody in the school, who's at a tier where they're not able to see the big picture, going to be able to make any sense of it at all? When you're doing this diagram it makes some sense."

Co-leader, discussing her network-o-gram

Mapping out your network as a network-o-gram may help you and your colleagues build an overview of your network, who participates and how they are connected. It is a tool that you can use to explain your view of the network to others and collectively reflect on how far you have come and where you need to go next.

Network-o-grams help highlight:

- the communication flows in a network
- scope and reach of activity
- core roles, processes and aims
- growth over time.

We have found that networks often repeat this activity with different groups in their network (e.g. their steering group, their headteacher group or others) to help them build a collective sense of the 'big picture'.

The process

1. Map it out: drawing your network-o-gram

Develop a map of your network structure, drawing in its key groups and connections. Draw a traditional organisational chart or be more creative. Think big, brainstorm, create metaphors for your network that capture the essence of your network.

2. Get specific: developing your network chart

Now your network-o-gram is drawn, this next step will help you unpack the specifics of your network by asking 'who', 'what', 'when' and 'why' questions.

**–Tip –
Steps one and two
have instructions
and examples
attached below**

3. Go deeper: getting reflective

Spend some time talking your chart through with your colleagues. Identify one or two key questions to explore. These questions often come up when network leaders discuss their network-o-grams:

- What changes do we need to make to network roles?
- How do we ensure that the learning from network events and enquiry is embedded within schools?
- What are the key lines of communication?
- Where do we need to extend our reach?
- What would happen if key staff, particularly those in leadership roles move on?
- Where are the points of vulnerability in then network? Where are the points of strength?

Next steps

You have been asked to complete the network-o-gram and the network chart as part of the Year 2 Review process for your NLC. You may wish either to update the network-o-gram you completed for your Annual Review at the end of year one, or you may prefer to start afresh – either option is open to you. Please include both completed network-o-gram documents along with the Year 2 Review return for your network.

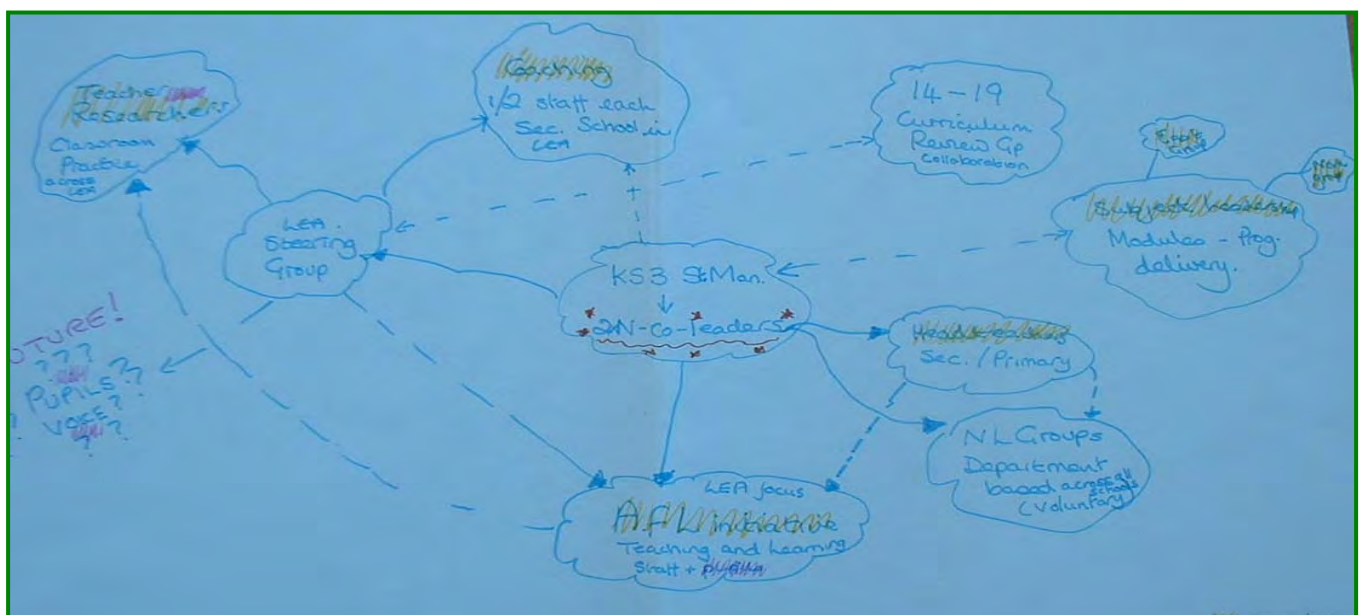
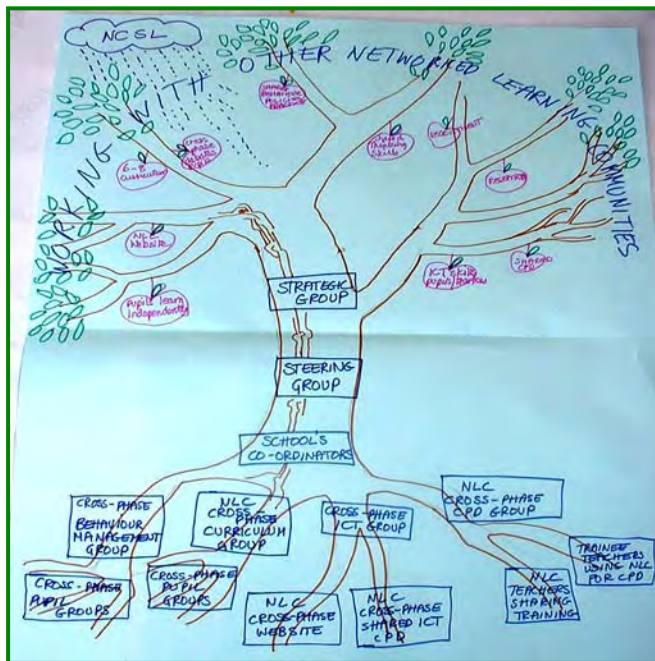
Step one: drawing your network-o-gram

Develop a map of your network structure, drawing its key groups and connections. The examples below should help you get started. Be as creative as you like to represent the knots and threads of your network.

The key steps are:

1. Draw all the key groups which take your network forward – its steering groups, headteacher groups, research groups, mentoring groups, links with university and the LEA.
2. Identify the individuals who work between groups to facilitate activity.
3. Draw connections of dual membership or communication channels between groups.

Network-o-gram examples



Step two: develop your network chart

Working from your network-o-gram, develop a network chart to interrogate your structure in more depth. Ask questions of *what, who, where, why and when?* The completed example below should help you get a feel for how you could approach this.

Structure What groups, individuals and institutions make up the network?	Scope <ul style="list-style-type: none"> • N2N, • network-wide, • between schools, • within schools 	Membership List who is in the group	Frequency Number of meetings per term	Connects to... e.g. how and to whom does this group connect to?	Core purpose of group <ul style="list-style-type: none"> • Developing evidence led classrooms (<i>e.g. research</i>) • Developing social and emotional conditions (<i>e.g. celebration, "spreading the word"</i>) • Co-ordination and planning (<i>e.g. developing strategy, reviewing</i>) • Developing people and process (<i>e.g. training, mentoring</i>)

NLC Name _____ NLC URN _____

Network chart: example

Structure e.g. steering group, headteacher group etc.	Scope e.g. N2N, network-wide, between schools, within schools	Membership e.g. list who is in the group	Frequency of meeting e.g. 1 per term	Connects to e.g. which other group does this connect to ?	Core Purpose of Group - Description of activities (choose the most relevant category and describe) - developing evidence led classrooms - developing social and emotional conditions - developing co-ordination and planning - developing people and process
<i>Steering Group</i>		<i>2 x co-leaders, N2N consultant (LEA), 1 Deputy head, 1 head, 2 of planning Steering Group</i>	<i>termly</i>	<i>Headteacher group, LEA via N2N contacts. Deputy head forum</i>	Co-ordination, planning and evaluation
<i>Headteacher group (occasionally joined by N2N)</i>	<i>School-school</i>	<i>20 heads (16 primary and 4 secondary)</i>	<i>termly and when needed for specific activity</i>	<i>schools?</i>	Developing people and processes: Leadership learning (based on learning focus) and other routine activities. External input (Hull/London)
<i>Enquiry groups</i>	<i>within school and school-school</i>	<i>2-3 from each school, 20-40 for 1 head, some activities</i>	<i>currently about 5 days in 2 terms</i>	<i>schools (heads via activity manager)</i>	Developing evidence-led classrooms: External input and class-based enquiry around learning focus
<i>NQT group</i>	<i>within school and school-school</i>	<i>all NQTs in network (40)</i>	<i>will be termly for full group but ad hoc for smaller groups</i>	<i>schools (initial activity=NQTs and heads)</i>	Developing people and processes: Facilitation by 'TLO' and Guy Claxton. Establish learning groups and mini networks