
Reflexive on Leading Inquiry-based Professional Learning Communities

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Introductions

- Dr. Sveta Mayer
Networked Learning Partnership
London Centre for Leadership in Learning, IOE
- Helen Tydda, Meera Shah and Jane Clifford
John Kelly Girls' Technology College
- Valerie Fitt
Churchfield Primary School

Objectives

- We participate
- We acknowledge each other
- We respect each other

Context

- Sponsors and Supporters
 - Teacher Development Agency for Schools
 - The Networked Learning Partnership
 - London Centre for Leadership in Learning, IOE
- Independent Evaluation
 - Teacher Development Agency for Schools
- Exploratory Case studies
 - John Kelly Girls' Technology College, Brent
 - Churchfield Primary School, Enfield

Context for case studies

- TDA
 - Post-graduate Professional Development Programme for Teachers

 - LCLL/NLP
 - M-level double module 'Leading Inquiry-based Professional Learning communities'

 - Schools
 - Continued Professional Development Programme
-

A: Cultivating Inquiry-based Communities

■ Features

- Participants were involved in leading, designing and developing an inquiry project.
- Participants brought together individuals they worked with and involved them in the inquiry project.
- The theme of the inquiry was dependent upon their own individual / or collective decisions of individuals they work with.
- Participants ensured their inquiry was directed to pupil's learning, professional development for all and school improvement.

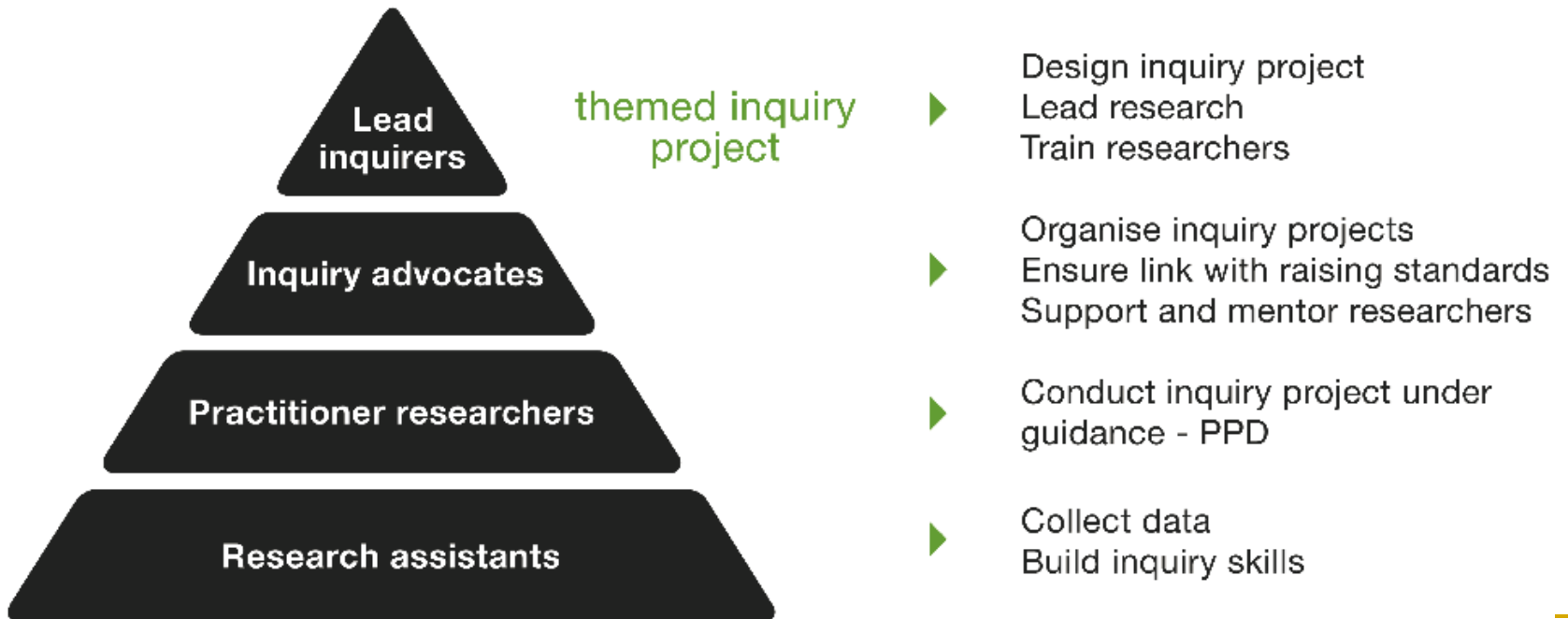
Cultivating Inquiry-based Communities

- Model
 - NLP Pyramid



school partnership collaborative projects

inquiry-based Professional Learning Communities



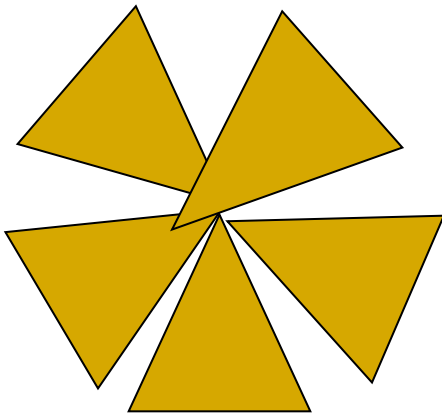
Building Communities

- Model Activity

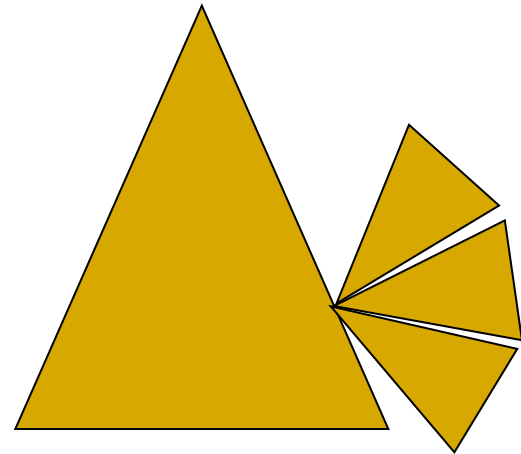


Building Communities

- Feedback on Models for Building Community
 - Schools following NLP Pyramid



School A



School B

and ...

7 Principles for Cultivating Communities of Practice (Wenger, McDermott and Snyder 2002)

Designed to

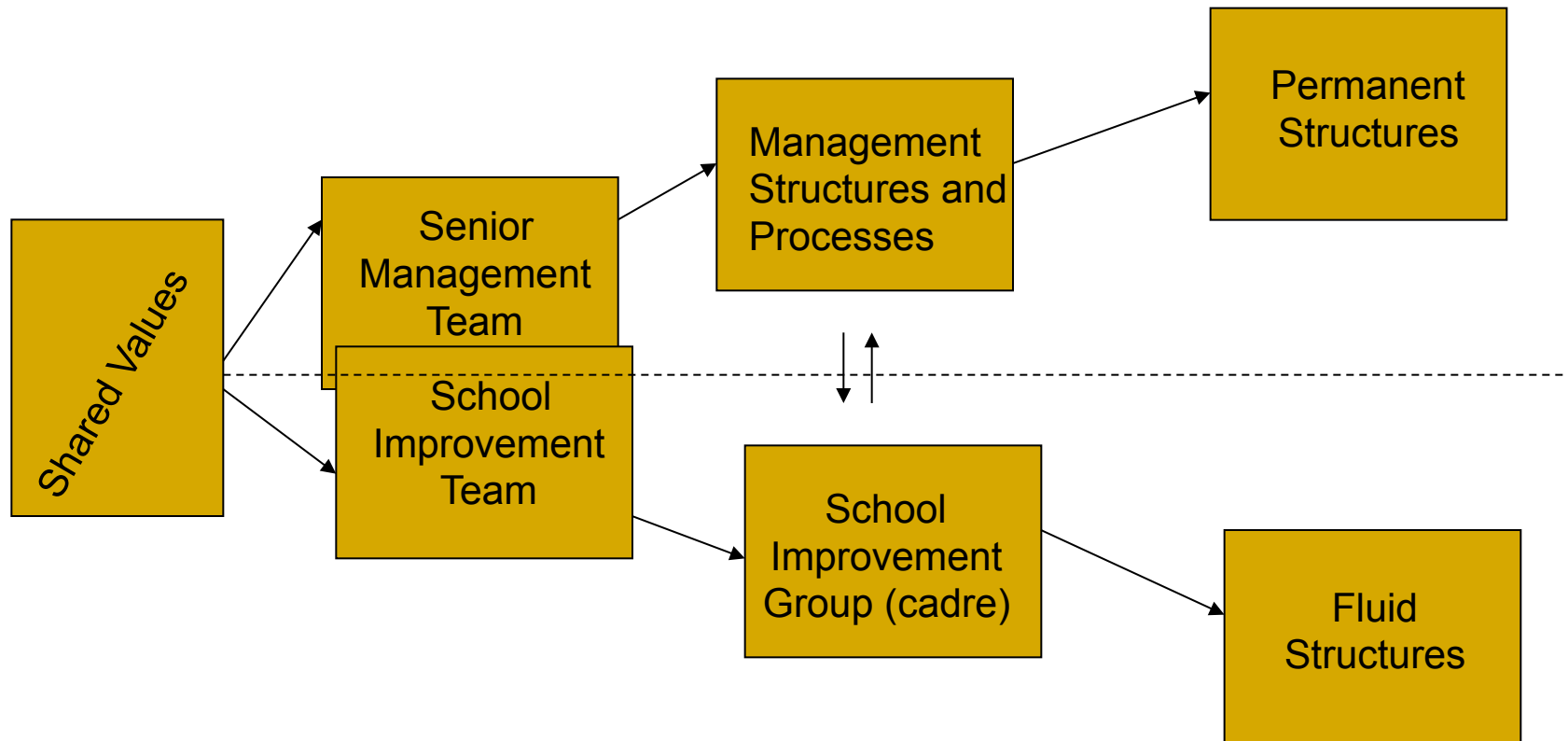
- evolve
- open dialogue
- Invite participation from different levels
- develop community spaces
- focus on value
- combine familiarity and excitement
- create a rhythm

B: Embedding Inquiry-based PLCs into school CPD

- School Leaders Leading Staff Development
 - Churchfield Primary School, Enfield
 - John Kelly Girls' Technology College, Brent

and ...

The Sharnbrook School Improvement Journey (based upon Jackson, 2000)

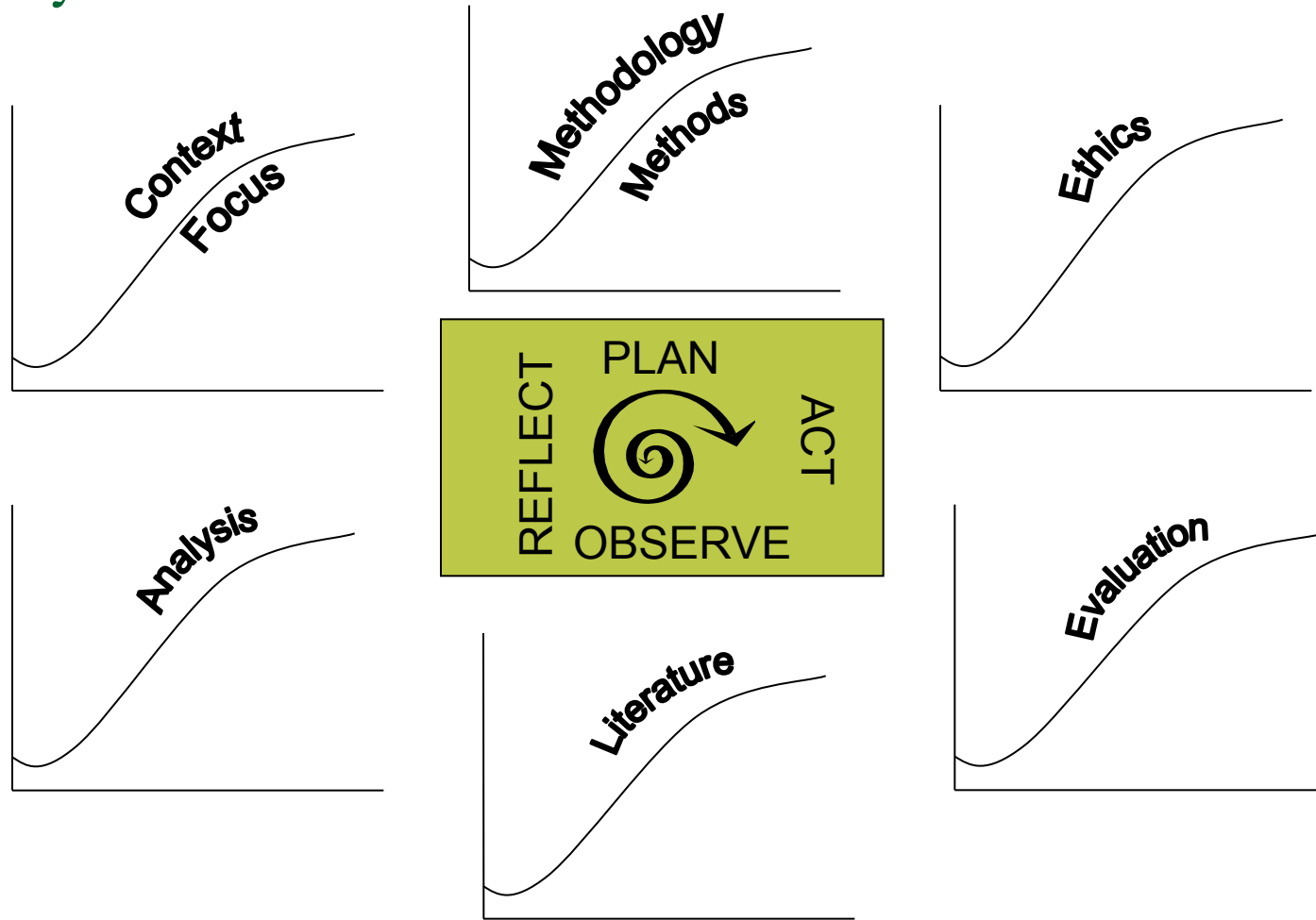


C: Empowering practitioners by providing an opportunity to practice within PLCs

- Lead Inquirers Leading Change
 - JKGTC Inquiry Project 1
 - JKGTC Inquiry Project 2
 - Churchfield Inquiry Project

Enquiry into Practice:

A Systematic Process (Kemmis and McTaggart, 1988)



D: Developing Partnership between School and Higher Educational Institution

- A Business and Customer Perspective
 - The Building Partnership Box

Customer Relationship Scale

A

B

U

S

I

N

S

A

P

P

R

O

A

C

H

Strictly Business

- One of many suppliers
- No relationship
- Everyone for themselves
- Price!!

Business Partner

- Trust
- Sharing problems
- Give and take

Low Customer Contact

- No effective customer interaction strategy
- Not in the Reckoning

Good Friends

- Fire fighting/immediate business focus
- Not Perceived as assertive

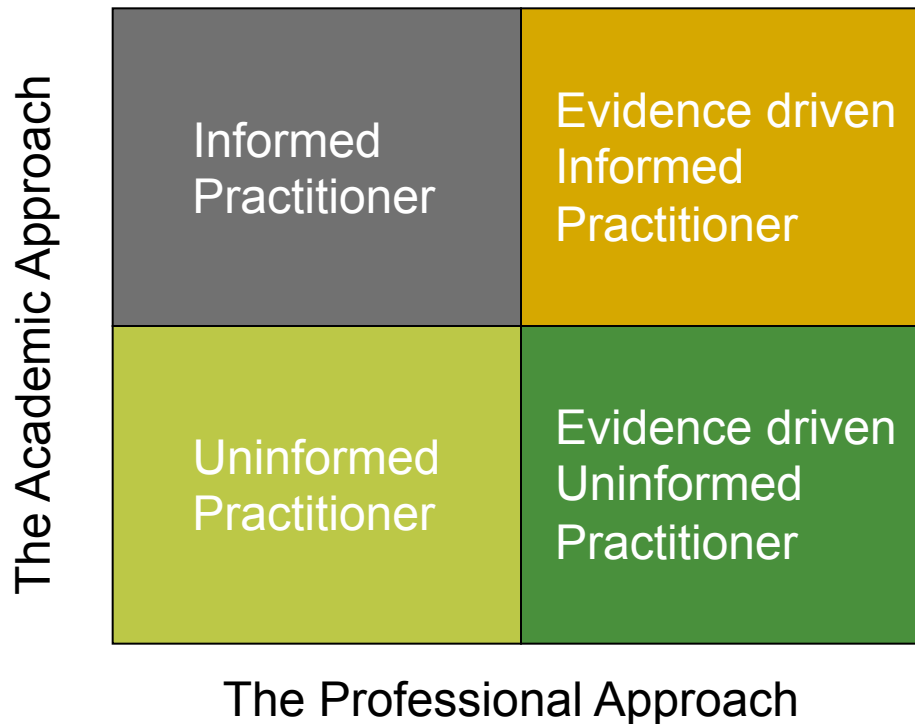
A Friendly Approach



- and ...

Developing Partnership between School and Higher Educational Institution

■ Practitioner Relationship Scale



Recap of Objectives

- We participated by ...?
- We acknowledged each other by ...?
- We respected each other when we ...?

Thanks to

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“ What we’re doing isn’t new, it’s been done before but, it’s new to us and it’s the first time we’re doing it” Anon.