Reflexive on Leading Inquiry-based Professional Learning Communities

BELMAS Workshop
Aston Business School, Birmingham
5th July 2008
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

- Lead inquirers
  - Design inquiry project
  - Lead research
  - Train researchers
- Inquiry advocates
  - Organise inquiry projects
  - Ensure link with raising standards
  - Support and mentor researchers
- Practitioner researchers
  - Conduct inquiry project under guidance - PPD
- Research assistants
  - Collect data
  - Build inquiry skills
Building Communities

- Model Activity
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

<table>
<thead>
<tr>
<th>Strictly Business</th>
<th>Business Partner</th>
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<tbody>
<tr>
<td>- One of many suppliers</td>
<td></td>
</tr>
<tr>
<td>- No relationship</td>
<td></td>
</tr>
<tr>
<td>- Everyone for themselves</td>
<td></td>
</tr>
<tr>
<td>- Price!!</td>
<td></td>
</tr>
<tr>
<td>- Trust</td>
<td></td>
</tr>
<tr>
<td>- Sharing problems</td>
<td></td>
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<tr>
<td>- Give and take</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Low Customer Contact</th>
<th>Good Friends</th>
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<tbody>
<tr>
<td>- No effective customer interaction strategy</td>
<td></td>
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<tr>
<td>- Not in the Reckoning</td>
<td></td>
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<tr>
<td>- Fire fighting/immediate business focus</td>
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<tr>
<td>- Not Perceived as assertive</td>
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A Friendly Approach
and ...
Developing Partnership between School and Higher Educational Institution

Practitioner Relationship Scale

- The Academic Approach
  - Informed Practitioner
  - Uninformed Practitioner

- The Professional Approach
  - Evidence driven
  - Informed Practitioner
  - Evidence driven
  - Uninformed Practitioner
Recap of Objectives

- We participated by …?
- We acknowledged each other by …?
- We respected each other when we …?
Thanks to

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- John Bostock, TDA
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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.