



# Section 17 NETWORK LEARNING-

## *Local collaborative and international*

### **COLLABORATIVE WORKING/ THE COLLABORATIVE SECTION**

#### **Rationale;**

#### **Improving schools through networking.**

Many schools simply do not have the capacity to improve on their own.

A network is a group of schools working together on an issue of mutual concern that is too large for any one school to deal with on its own. Schools working together are proven to be more effective in enhancing their provision and improving student learning than individual schools working on their own. Networks also create structures that decentralise power and distribute resources throughout the members through;

- Shared leadership
- Setting up good communication through information and creating relationships
- Sharing decisions, resources and professional development

The government is recognising the value of networking and is devising ways of funding that would allow every school who wants to, the opportunity to be part of a network of schools. This would enable teachers, learners and school leaders the chance to learn from each other. The REAL Trust is right at the forefront nationally in understanding and facilitating the fact that different models are right for different schools. There is no 'one size fits all' model. The Leading Practice programme enables schools and networks to identify, extend and share aspects of their practice that are resulting in measurable gains in pupil achievement.

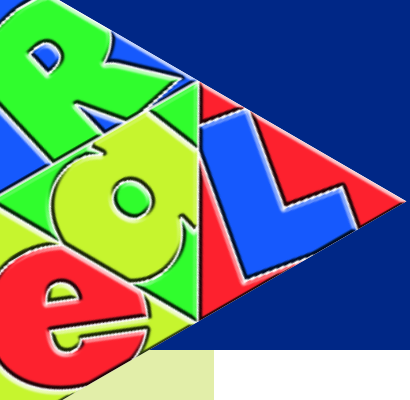
#### **Why are there so many networks now in Rochdale?;**

The REAL Trust has funded and facilitated a number of collaborative groups for a year. Evaluation at the end of this year shows that they;

- Accelerate and deepen the spread of effective practice
- Broaden the range of learning experiences schools are able to offer to the individual learner,
- Encourage shared problem solving and responsibility among schools

Assist school leaders in accessing the specialist expertise and knowledge and resources they need to meet specific challenges

Provide flexible support for professional development and career progression among the whole school workforce.



## Guide to the Real Trust Website

### Section 17

Next year, the REAL Trust is playing an increasingly growing role in developing networking and collaboration;

- To bring about greater coherence in sharing learning
- To support emergent programmes
- Creating a facilitative environment by supporting networks
- Connecting networks with each other and publicising their work.
- Allocating time to networks for them to use flexibly,
- Responding to requests from clusters of schools and supporting bids for new networking activity
- Providing a residential conference to help network to network learning
- Funding Research about the Treasury of best practice to ensure it is a living, breathing means by which good practice can effectively be shared on an ongoing and regular basis,
- Researching the best ways to share good practice

### **Learning outcomes for this section**

- To understand what a network learning community is.
- To read about the variety of ways schools are collaborating in Rochdale.
- To see the success of these collaborations and have access to their ideas.
- To be able to choose strategically between network opportunities according to needs, and be able to choose a model of collaboration that suits you.
- To maximise the contribution of network membership to transforming learning teaching and schools
- To see just how many schools are involved in networking and how successful they find it
- To inspire you to begin your own network- just phone us!
- To continue to gain national recognition for our facilitation of networks,
- To share the work and double the impact!
- To be imaginative and bold- What would really make a difference



### **ROCHDALE SECONDARY MUSIC TEACHERS FORUM**

#### **Mission Statement**

The major aim of the Rochdale Secondary Music Teachers Forum is to bring together all teachers in the Secondary Schools within the Borough of Rochdale, who have responsibility for the effective delivery of the Music Education Curriculum in their schools and provide a means of communication for all.

The forum will actively seek to monitor, review and evaluate "Good Practice" in Music Education within the Borough of Rochdale on a termly basis, identifying and prioritising their individual and collective needs.

#### **Dates.**

(This group began in January 2005)

Monday January 10th 2005  
Middleton Technology School

Tuesday March 15th 2005  
St Joseph's 10am - 12.00)

Wednesday May 21st 2005  
St Cuthbert's 10am – 12.00

Thursday July 7th 2005  
Falinge CLC 9am – 12.30

## *International opportunities*

### **WHAT IS THE BRITISH COUNCIL?**

#### **What does it do?**

- Develops Cultural Relationships and Understanding across the World
- Breaks down Barriers between Countries
- Delivers English Language Programmes
- Provides International Training and Learning Opportunities
- Supports Education Worldwide

### **DFES INTERNATIONAL STRATEGY NOVEMBER 2004**

Putting the World into World-Class Education

*'Our vision is that the people of the UK should have the knowledge, skills and understanding they need to fulfil themselves to live in and contribute effectively to a global society and to work in a competitive global economy.'*

Charles Clarke, Secretary of State for Education



## Guide to the Real Trust Website

### **GLOBAL GATEWAY WEBSITE**

- DfES funded/BC developed Search Database
- Built in school-partner linking facility
- Many other international education website links
- Best practice in international projects
- Best practice in curriculum partnerships
- Professional development links

Other useful web-sites:

*Montage World*  
[www.montageworld.co.uk](http://www.montageworld.co.uk) (Global Curriculum Projects)

*Windows on the World* [www.wotw.org.uk](http://www.wotw.org.uk)  
(School Partner Finder)

### **IPH – NCSL ADVANCED LEADER PROGRAMME**

**Aim: To enhance school leadership**

- Minimum of ten/maximum of twelve Headteachers
- Cross-phase, single-phase; individual/group applications
- Experienced, trained Headteacher facilitator
- Transport/accommodation/internal travel/insurance paid
- Minimum of three years' experience
- N.B. Most visits take place in term-time
- Individual report within one month of return

### **SOME ETG PROGRAMMES**

- World Links:  
[world.links@britishcouncil.org](mailto:world.links@britishcouncil.org) (Study Visits to China, Russia,
- Japan, Spain; Anglo-German/Anglo-French Partnerships; curriculum/language projects)
- DfID Global Schools Partnerships:  
[www.britishcouncil.org/globalschools](http://www.britishcouncil.org/globalschools) (Curriculum projects)

- Foreign Language Assistants  
[www.languageassistant.co.uk](http://www.languageassistant.co.uk)
- TIPD [www.britishcouncil.org/tipd](http://www.britishcouncil.org/tipd)  
(Teachers' International Professional Development)
- IPH  
[www.britishcouncil.org/education/headteachers/index.htm](http://www.britishcouncil.org/education/headteachers/index.htm)

(International Placements for Headteachers)

- Socrates [www.socrates-uk.net](http://www.socrates-uk.net)  
(Arion/Comenius)
- Global Gateway  
[www.globalgateway.org.uk](http://www.globalgateway.org.uk)
- International School Award  
[www.britishcouncil.org/learning](http://www.britishcouncil.org/learning)

### **WORLD LINKS**

- Anglo-French/Anglo-German/Anglo-Spanish Partnerships  
Joint Curriculum Projects  
Vocational Exchanges for 16 -18 year olds  
Two week Teacher/Student Fellowships



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- Graduate Teacher Programme (working with CILT)  
British Council selects students from Austria, Germany, France and Spain  
CILT (Centre for Information on Language Teaching) grants them QTS  
60 students, usually one in each school, all with mentors
- Chinese/Japanese/Russian Programmes  
Individual Headteacher/teacher visits to set up school links  
Two week Language Immersion Programmes for 16 - 18 year-olds  
Joint Curriculum Projects/School Linking Visits

### **TIPD (FUNDED BY DFES)**

*Aim:* To experience good international practice in 70 countries (developed and developing) for 5-10 days

- Half-term study visits with focus on school improvement
- 880 2004-6/specific numbers allocated to each LEA
- Minimum of two teachers with two years' experience
- Transport/accommodation/internal travel/insurance paid
- Heads teaching more than 50% of week can go
- LEA led: LEA chooses teachers and themes
- Report written within one month of return

### **FOREIGN LANGUAGE ASSISTANTS**

*Aim:* Bring Languages Alive (Centenary 2005)

- Students from 20 countries worldwide (reciprocal agreement):  
Native speakers of French, German, Spanish, Italian, Chinese, Russian with good English
- 2,700 modern foreign language assistants (mostly Secondary):  
Secondaries apply March/12 hours a week paid out of school budget (£6000)/Mentors
- Assistants often shared, sometimes with feeder Primary
- TTA sponsoring scheme to train Primary teachers in MFL Spanish/French/German
- MFL Students offered to Primaries through LEA
- National Primary Languages Strategy From September 2004  
Primary schools can apply for an FLA (or share one between three schools) to support the Primary Language strategy  
(Secondaries now dropping languages from 14/Primaries embracing them)

### **DFID GLOBAL SCHOOLS PARTNERSHIPS**

- Countries DfID recognises as some of poorest in world  
Usually good practice partnerships with schools in sub-Saharan Africa  
Minimum of five working days in each other's schools



- Three Year Partnership Agreement (can extend to five)  
Programme for visits/curriculum areas to be addressed/adjudication panel  
(£1,500 available for one year for those who want to dip their toe in the water)
- Money to develop joint curriculum projects (4,500 p.a.)  
Supports reciprocal visits/student exchanges  
Buys curriculum materials to help develop teaching/learning  
(N.B. List of eligible countries on web-site)

### ***SOCRATES (ARION/COMENIUS)***

*Aim: To enhance teaching and learning*

Arion: European training courses for heads, deputies, advisors, teachers

Hosting 5-day study visits for European educational specialists

Comenius 1: Joint Partnership Projects (3-18 years)

- a) Common cross-curricular theme: minimum of 3 schools/3 countries
- b) Language: Two European schools focus on foreign language skills
- c) Curriculum/Management Development: minimum of 3 schools/3 countries

Comenius 2: Professional Development

2.1: Developing Training Projects/Materials

2.2: Training Course Grants across Europe

Comenius 3: Networks (Sharing innovation/best practice)

### **INTERNATIONAL STUDY VISIT TO ST. LUCIA CITIZENSHIP 24TH OCTOBER - 31ST OCTOBER 2004**

***Michelle Montell  
Darnhill Community Primary School  
Sutherland Road  
Heywood, Lancashire  
OL9 3PY***

#### ***Aims***

The main aim of my study visit to St. Lucia was to experience at first hand how citizenship is implemented and taught in a primary school context. As citizenship co-ordinator I wanted to learn about successful practice from fellow professionals and use this knowledge to enhance the place of citizenship in our school.

#### ***Objectives***

To learn about the St. Lucian education system.

To make international links with pupils and teachers for future activities and enhancement of professional development.

To develop an awareness of cultural influences on education.



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### **How were these to be identified and recorded?**

Note taking

Discussions with children and teaching professionals from St.Lucia and the UK

Photographs and video

### **Report on experience**

*'The land, the people, the light'*

### **St.Lucia motto**

These words encompass the importance of citizenship throughout the whole of St Lucia. I feel extremely honoured to have been to a country where citizenship is at the heart of the nation and its people.

Our group visited schools, colleges and the Ministry of Education. We were able to see St Lucia itself; our hosts insistent that we get a taste of their culture and heritage.

My week was spent mainly in a primary school in district 2 of central Castries. The school has 800 pupils aged from 5-13. The pupils are from various social economic backgrounds. Class sizes were approximately 35 to 40 but these sometimes doubled if a member of staff was absent. The principal of the school acted as secretary as well as principal. There appeared to be no staff hierarchy in the school. Children wore school uniform each day apart from on P.E days and special days such as birthdays or national days.

Every day would begin with an assembly where prayers, songs, the national anthem and the national pledge would be said. Children's and

teacher's birthdays would also be celebrated at this time.

There was a sense of unity and honour for St.Lucia during assembly time.

The class I was based in was grade 3 (equivalent of year 2 and 3 in the UK) with 38 pupils and very limited resources. The pupils are expected to buy all of their own text books and exercise books. Schools seem to be reliant on the parents and the community to raise money for resources and the up keep of buildings. The classroom I was in was part of a new wing built with some money donated by parents.

There was little display in the class, though four clear areas were marked: Mathematics, General Science, Language-Arts and Health Science. Class rules were displayed-

- Use kind words
- Be quick to forgive
- Listen
- Share
- Encourage others
- Take turns
- Think before acting
- Talk it over

The children showed respect for their peers and all adults and had a positive approach towards education. They all showed a good understanding and attitude to citizenship be it from carrying the principles bag to knowledge of their Nobel Prize winners to the national bird of St Lucia.



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I observed a lesson in citizenship (social studies) in the class I was based, the theme was 'What makes a good citizen?' with the following objectives-

- Understand the concept of a nation and that of a citizen
- List the qualities of a good citizen
- Distinguish between a good citizen as one who is acting appropriately

The children were able to distinguish between good and bad acts of citizenship and then related to their own lives.

On the last Friday in school I was fortunate enough to be part of the activities to celebrate National Kweole day celebrated throughout all schools St Lucia. Children dress in traditional costumes and the whole community becomes involved in the day by providing music, drinks, creative activities and food. Parents are invited to the celebrations. I felt very honoured to witness this very special event but it also made me realise that in U.K we have lost out sense of national pride. A pupil made this more poignant when he asked me 'What national day do you celebrate in the U.K?'

Despite lack of resources, limited teaching styles and large classes, citizenship is incorporated into all aspects of school life. Children are aware of and involved in environmental and global issues such as the STEP programme where pupils spend a day in the community picking up litter and looking after flowers and plants. They are aware of endangered species and how they can help to protect them.

National celebrations are part of school and community life.

The education system in St Lucia encourages good citizenship.

The whole of society in St Lucia encourages good citizenship.

*'We are a very special people'*

### **Primary programme of study**

#### **Objectives met?**

My original objectives for this study visit to St Lucia were achieved but the experience took me far beyond looking at citizenship as an isolated subject in the primary school.

#### **Summary of findings**

Citizenship is at the heart of society, not just part of the education system.

There is a citizenship curriculum for primary and secondary schools.

Through the education system pupils learn to become confident and eloquent individuals.

The Ministry of Education is committed to providing a high quality of education for all.

There are similarities between our own educational system and that of St Lucia i.e. Year 2 and Year 6 testing. Children who do achieve at Grade 6 are able to select a 'better' secondary school.

The positive attitude in which education is supported by the whole of society.

Despite large classes, lack of resources and very little differentiation children are motivated and want to achieve.



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Citizenship is an integral part of everyday life. I witnessed a nation which is confident, enthusiastic and motivated. There is community involvement; people are socially and morally responsible and proud to be citizens of St Lucia and the world.

### **Application of outcomes**

The study visit renewed my enthusiasm for teaching and a belief that we can endeavour to make the pupils of today good citizens of our country. It is our job as educators to ensure that we incorporate good citizenship education into the U.K .system.

In my own school I will encourage a whole school approach to citizenship through –

Celebrating days of national importance i.e. Saints days

Learn to respect our environment from an early age by encouraging recycling schemes and litter days

Encourage learning about different countries by having world country days in school.

Celebrate the importance of birthdays by allowing children to wear special clothes on their special day.

Maintain international links with the school in St Lucia as well as develop more links with schools in our locality

To involve the local community in events in our school

And to continue with the foundations already made in our school to encourage pupils to become good citizens.

### **Dissemination**

- Staff meetings and display
- Report and presentation to school governors
- Report to head teacher to consider the way forward
- Report to the LEA
- Report for school website
- Assembly for the school

Finally, the links I made with the primary school in St Lucia are continuing to thrive through letter writing and fund raising events and hopefully in the future an email or video conferencing link.

Symbolically, my parting gift from my hosts was a silver necklace with a map of St Lucia .A place I will never forget.