

Networks of Learning Schools

Workshop for Lithuanian study group

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Current status of NLS in Slovenia

- 7 groups of NLS 1
- 8 thematic NLS (Classroom management – 2, Prevention of violence – 2, School climate – 2, Citizenship education, Reading literacy)
- So far: 208 schools in NLS1 and app. 80 schools in NLS2

Experiences from study visit

- TO DO
- TO AVOID

Lessons learned from NLS

- Manageable area of improvement – focused to learning
- Very clear guidelines for teams, particularly how to focus and how to plan improvement
- Evaluation at all levels
- Workshops with head teachers

Dimensions of a professional learning community

- Supportive and shared leadership
- Shared values and vision
- Collective learning and application
- Supportive conditions
- Shared personal practice

Supportive and shared leadership

- Sharing power
- Shared decisions
- Staff leadership

- Successful communities of learners share important concerns and relationships in their efforts to achieve results from students

(Glickman, 2002)

Shared values and vision

- Shared vision on school improvement among staff
- Focusing on learning
- Shared vision guides decisions about teaching and learning

Collective learning and application

- Sharing information
- Collaborative planning, solving problems, improvement of learning strategies
- Seeking new knowledge, skills and strategies
- Applying new learning to work

Supportive conditions

- Respect, trust
- Culture of critical inquiry
- Positive relationships
- Effective communication systems
- Time and space for staff to meet

Shared personal practice

- Peer observation
- Feedback to improve teaching practices
- Increased individual capacity
- Increased organisational capacity

Workshops for head teachers

- Vital to success of NLS
- Supportive role not enough – active participation
- Pilot programme in 2006/2007

Pilot programme – NSL1

- 3 meetings
- Expectations teams vs. head teachers
- Leadership for learning, Distributed leadership
- Support for school improvement activities

Pilot programme – NSL2

- Experiences from NSL 1, role of head teachers
- Leadership for learning, Distributed leadership
- Support for school improvement activities

Programme for 2007/2008

- Workshop and presentation of NSL 1, 2
- Support for school improvement
- Evaluation and sustainability

Role of the head teachers in school improvement

- Knowledge, skills and disposition of individual staff members
- Building professional learning communities
- Program coherence
- Technical resources

(Fullan, 2002)

Evaluation

- Goals of NLS
- Activities to achieve the goals
- Methods of evaluation

Sustainability

- NLS 2
- Involvement of head teachers as consultants
- Work with head teachers to promote capacity of NLS

Head teachers' messages

- Be extremely sensitive when selecting team members
- Support the team!!!!
- Support school improvement and all activities related to it
- Share experiences with other schools

Justina's messages

- Consider school culture
- Take time for head teachers – involve them from the beginning
- Reflect on activities within NLS regularly
- Evaluate carefully
- Promote sustainability