

Networked Learning Communities (NLC)

25 Sep 2015

What is an NLC?

- A community comprising practitioners drawn from different schools, learning with and from one another
- Shared purpose for improvement
- Co-creating new knowledge from research and experience, that is relevant to local network of schools
- Potentially transformative – for participants and students

Goals of NLC

To improve teaching and learning practice and to build fraternity amongst EC practitioners

Empower practitioners to take charge of their own professional development

Enhance centre-based learning communities

Encourage active contribution and co-creation of knowledge & skills

Foster a culture of collaboration in the EC sector

To build professionalism
and fraternity

Centre-based
learning group

Centre-based
learning group

Centre-based
learning group

NLC

Centre-based
learning group

Centre-based
learning group

Centre-based
learning group

Centre Leaders /Senior & Lead Teachers/ ECDA Fellows

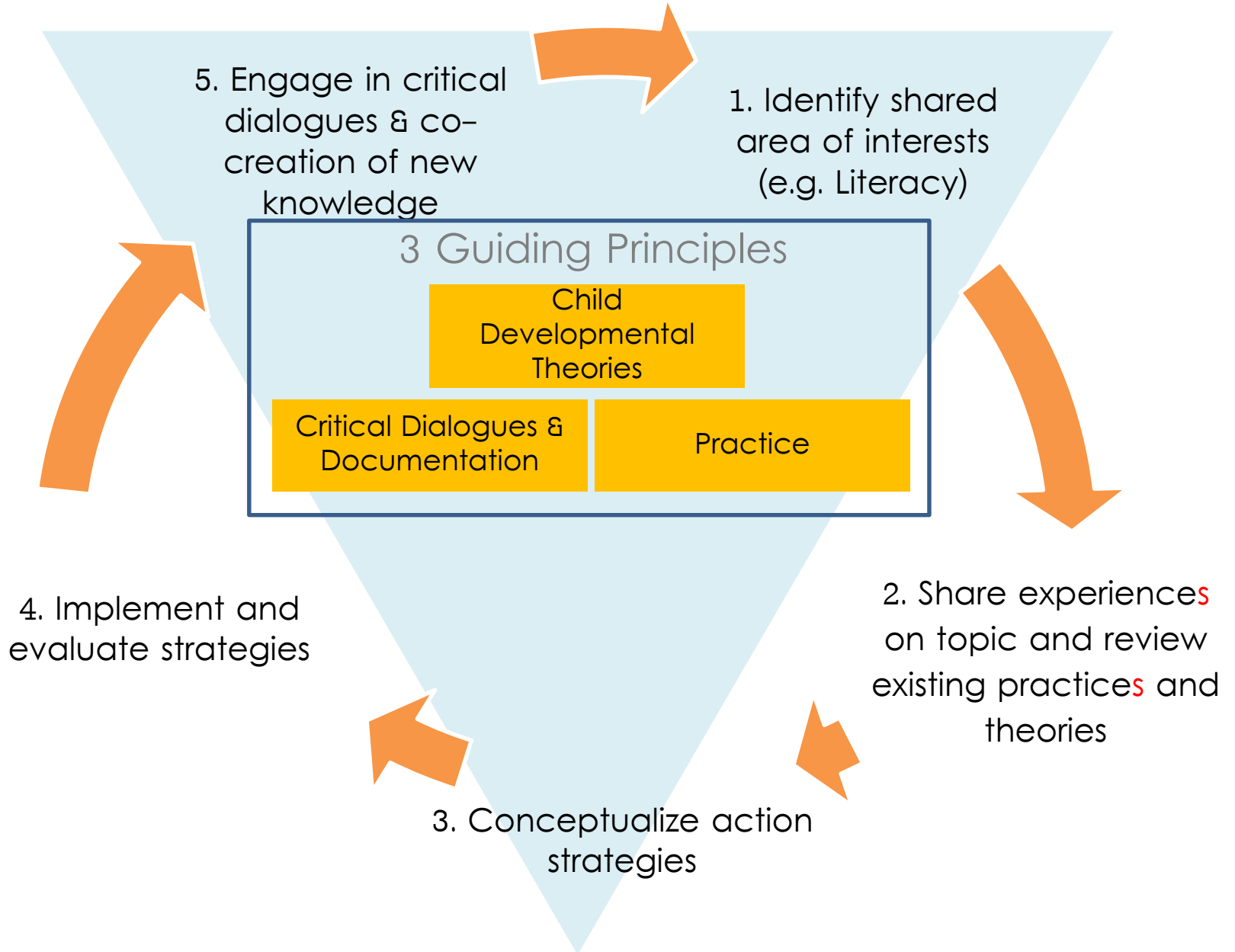
Guiding Principles – Anchored in

Child
Developmental
Theories

Practice

Critical Dialogues &
Reflections

Basic Structure of an NLC



Key Recommendations for NLC

Size of NLC

- 10 to 12 members

Voluntary Participation

- Up to 6 times per year or; until participants agree that they have achieved objective(s)

Key Deliverables

- Reflections
- Feedback to ECDA

How to get started?

- Look out for “Call to Sector”
 - *alternatively, you can contact us if you have a topic in mind and would like to initiate an NLC
- Drop us an email to express your interest
- Attend the 1st session of the NLC (preferably with your Centre Leader) to find out more about potential topics that will be explored in the NLC
- Discuss possibility of committing to the NLC with Centre Leader
- Confirm your interest to be part of the NLC

NLC Pilot – Social Emotional Development



Social Emotional Development



Self Regulation

Definition: The ability to control one's behaviour so as to withstand impulses, maintain focus, and undertake tasks, even if there are other more enticing alternatives available.
(Boyd et al, 2006).

Adult Regulated
(intentional)



Child Regulated
(Automatic)

Extrinsic Rewards



Intrinsic Rewards

General Information

- Every child is somewhere on the continuum
- Choosing to self regulate gives children a strong start
- Teachers/Adults have to have reasonable expectations
- When left to their own volition, children will take the path of least resistance
- For SELF-Regulation to succeed children must understand that they have the choice and make the right choice

Theory says we can manage behaviour by.....

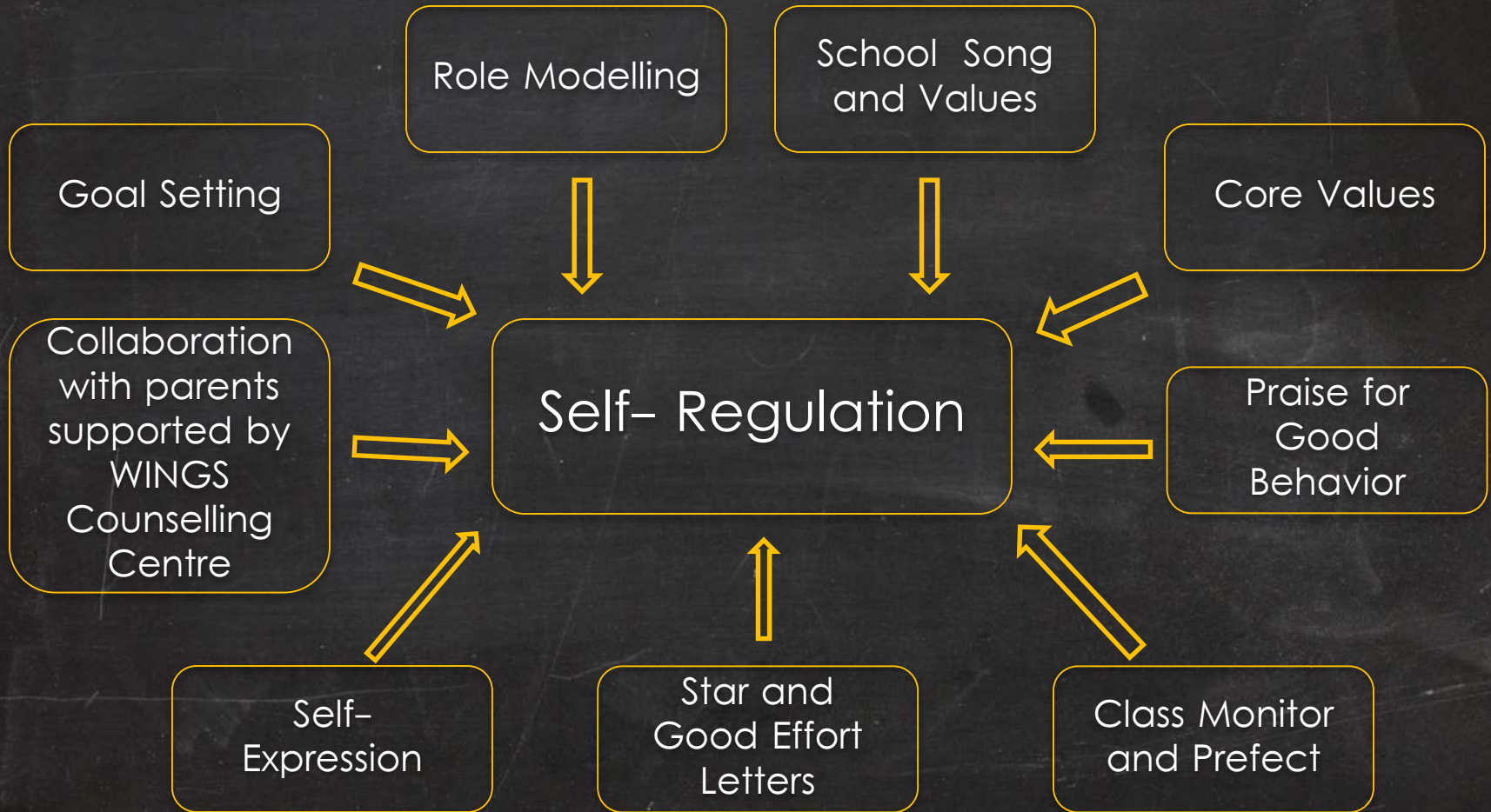
- Developing caring and supportive relationships with and among children.
- Child-directed classroom management
- Differentiated learning
- Promoting social skills
- ***Self Regulation Strategies***
- Adult modeling and consistent application

Social Learning Theory

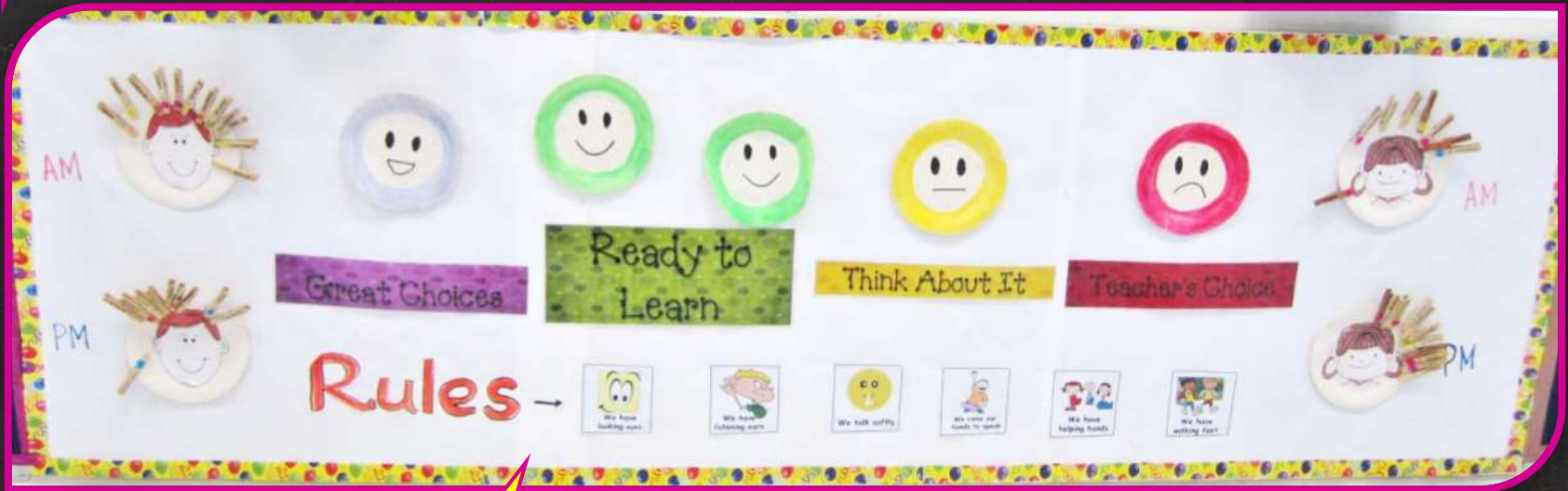
Bandura's social learning theory states that behaviour is influenced by "**prior experience**". Children learn from one another as well as from adults in their lives.

Martin (2004) relates to Bandura's social learning theory and links self regulation to self determination. Through self-efficacy children will be able to self-regulate their behaviour and make responsible choices.

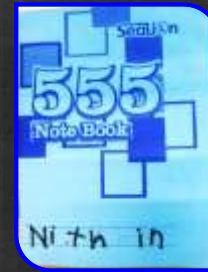
Multi Pronged Approach



Great Choices



Star Booklet



Arya's 2013 Notebook

Arya's 2014 Notebook







Fig.1 2013 Note book.



Fig.2 2014 Note book.

 Good listening, Arya Mrs Uma 2/5/14	 You are putting in effort to speak up during group discussions. Keep it up!! Mrs Uma 2/5/14
--	--

Thank you for bringing a photograph to share with your class. We will display it in 'My Space' Mrs Uma 9/1/14 	 Thank you for being a responsible prefect. up/in
--	--

 You performed like a star during our Open House! I'm very proud of you! Mrs Uma 13/5/13	 You are trying your best to speak. Good, keep it up! Mrs Uma 24/1/14
---	--

You were fantastic during our open house performance. Keep up the super duper attitude and you will go far!

Teacher Uma
16/4/14




You were able to listen to the teacher's instructions and bring something to share and add on to our 'Visual Arts' theme board! Keep the contribution coming!

Mrs Uma
14/1/14

Thank you for being a responsible prefect. Keep it up!

Mrs Uma

Benefits– to the group

- 1) Improved Classroom Management
- 2) Focus – Engagement – Learning
- 3) Positive Social Interactions & group dynamics
- 4) Turn Taking and being a “Team Player”

Benefits to children

1) Skills in:

- thinking, reflecting & problem solving

2) Dispositions of:

- Engagement
- Perseverance
- Valuing and caring for peers
- Confidence & self-esteem

Growing into self-directed learners

NLC – Social Emotional Development

Sessions:

- 2 hours per session every 6 to 8 weeks
- Group remains together as long as there are issues to discuss.
- To date the NLC – SED has had 5 sessions

Check – in

Sharing

Action Strategy

Annex D: Action Strategy – Log Book (For participants)

Start & End date of implementation	
Which strategy learnt from the NLC did I implement?	
Are there any changes in relation to my area on interest/ concern since the implementation of the new strategy?	
How would I adapt the strategy for my class?	
What would I like to share about my implementation experience during the next NLC session?	
What were some of the challenges I faced implementing this strategy?	
Others	

Annex C.1: NLC Participants – Reflections on Session

NLC Session	
Date	
What would I want to share today?	
General Observations	
What is one thing I learnt from my fellow practitioners today?	
How have I contributed to the conversations today?	
What is one action strategy I learnt that I will be implementing in my centre?	
What would I like to achieve before the next session?	
Others	

NLC – Social Emotional Development

Sessions

Learning

1st

Getting to know the members and sharing our concerns – identify individual areas we want to work on.

2nd

Sharing what worked and what did not. Consider new inputs and decide on action plan for implementation

NLC – Social Emotional Development

Sessions

3rd to 5th

Learning

More candid sharing and new ideas surfaces. Everyone shares ideas and experiences. Personal documentation of reflections and Action Strategies

6th

Sharing Session

Welcome to the 6th session
of NLC on SED!

6th NLC Session – Sharing and Wrapping Up

- Conclude some issues raised during the last session
- How about you? Experience with issues related to SED or have an interesting action strategy to share?



Discussion

Issue:

Participants are encouraged to contribute ideas towards solving the issue.

Learnings from this session

Future NLC areas

NLC is.....

- 1) Active contribution by members & co-creation of knowledge and skills.
- 2) Dissemination of good practices
- 3) Enhance professionalism
- 4) Building fraternity among ECE practitioners

Q + A

Thank you