



**Community Engagement Initiative**

**Peer Leading and Learning Network (PLLN) - Notetaking Activity**

Essential Features of Effective Networks in Education

**Purpose**

This work is intended to provide a framework for effectiveness to guide and set a direction for the present and future works of networks in education.

**Design/methodology/approach**

**Originality/value**

This work adds originality and value in three ways:

First,

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Second,

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Third,

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**Key Findings from the study were**

Effective collaboration in networks requires and triggers significant shifts in the mindsets and practices of educators and school system leaders. The eight essential features of effective collaboration (networks) are identified as follows:

**#1 Focusing on ambitious student learning outcomes linked to effective pedagogy;**

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**#2 Developing strong relationships of trust and internal accountability;**

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**#3 Continuously improving practice and systems through cycles of collaborative inquiry;**

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**#4 Using deliberate leadership and skilled facilitation within flat power structures;**

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**# 5 Frequently interacting and learning inwards;**

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**#6 Connecting outwards to learn from others;**

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**#7 Forming new partnership among students, teachers, families, and communities;**

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**#8 Securing adequate resources to sustain the work.**

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**The three required shifts in the relationship between networks and central leadership are:**

First, from supply driven to demand driven;

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Second, from compliance oriented to learning oriented

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Third, from bureaucracy to movement.

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**Summary**

This paper summarizes what is known to date about effective collaboration in networks and advance a theory of action that causally links network activities with improved student outcomes and enhanced professional capital.

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*“Groundbreaking inventions and innovations come from people who work together to solve complex problems” (Isaacson,2015;Nelson,2012)*

*“Groups where many individuals contribute to the conversation are more collectively intelligent than those where a few people dominate the conversation” (Pentland,2014)*