

# Research Practice Partnerships: Drawing out the lessons from contrasting school improvement networks



University  
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CiAE  
CENTRO DE INVESTIGACIÓN  
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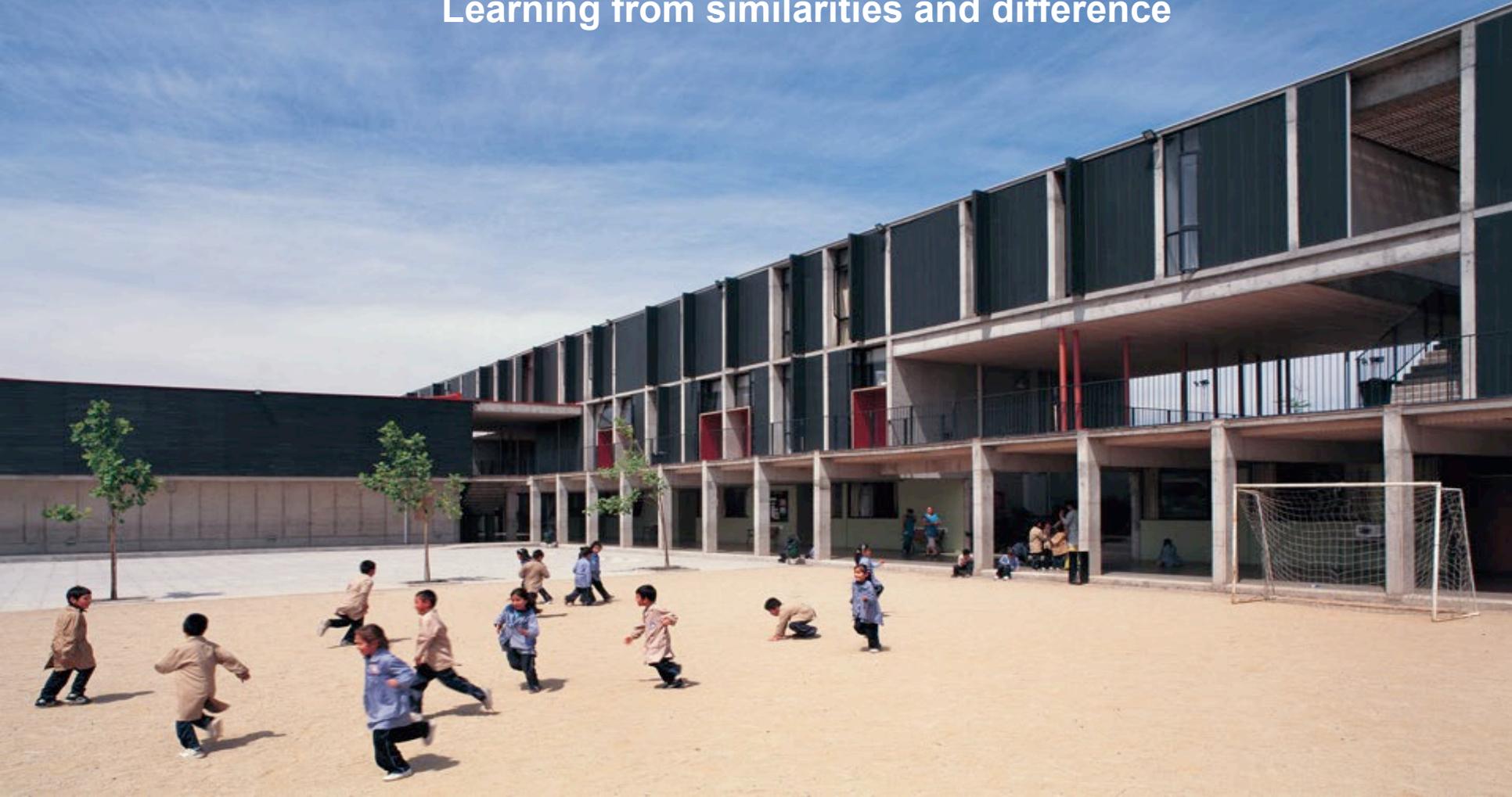
# The Context

*long-term mutualistic collaborations between practitioners and researchers that are intentionally organized to investigate problems of practice and solutions for improving districts outcomes*  
(Coburn et al., 2013 p. 2)

- 7000 miles apart
- Popn approx (C) 90m (S) 5.35m
- (CPS) 1.3m (S) 673,000 students
- (CPS) 5,012 (S) 2,500 schools
- (C) 248,000 (S) 51,000 FTE teachers
- (C) 345 (11) (S) 32 (8) School Districts



# Learning from similarities and difference



Learning from similarities and difference



**Social  
cohesion/  
regulation**

**Low Group**

**High Group**

**High Grid**

**'Fatalism':**  
*'randomn/uncertain  
organisations'*

**'Hierarchy':**  
*'bureaucratic  
organisations'*

**Low Grid**

**'Individualism':**  
*'market-based  
organisations'*

**'Egalitarianism':**  
*'mutual organisations'*



(Adapted from Douglas, 1982 and Hood, 1998)



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# The case of Chile: Networks in the New Public Education

**General Objective:** Describe the knowledge generated and exchanged within the educational networks of Local Services of Public Education, and analyze its mobilization and adaptation by leaders and educators of the educational institutions that comprise them.

## Year 1 (2022)

- a) Identify and select well-functioning educational networks within the SLEP (purpose, methodology, and collaborative activities)

## Year 2 (2023)

- b) Identify and describe the type of knowledge (activities and artifacts) generated and exchanged in the selected educational networks.
- c) Characterize the educational adaptation at the school level of the knowledge generated and exchanged in the networks

## Year 3 (2024)

- d) Analyze the influence of knowledge generated and exchanged within the network on teachers practices focussing on teaching and learning activities

# Methodology : Mixed Method Questionnaire (ECN-Q, Multiple case study , Ego Network and SNA)

## Year 1

- 412 responses from 59 networks (Educational Collaborative Networks Questionnaire, ECN-Q, Díaz-Gibson et al., 2014).
- 8 cases selected (Interviews with facilitators and 2 observations of network meetings)

## Year 2

- 8 cases
- Interviews with network facilitators
- Social network and egonetwork questionnaire apply in the 8 Networks.

SLEP/ Networs Selected	Total Responses	% Responses (Total)	Total redes monitoreadas
SLEP 1 (2 Networks)	76	39,58% (192)	17
SLEP 2 (2 Networks)	108	36,36% (297)	14
SLEP 3 (2 Networks)	74	50,34% (147)	10
SLEP 4 (1 Network)	43	29,66% (145)	9
SLEP 5 (No selection)	61	32,97% (185)	4
SLEP 6 (1 Network)	50	31,06% (161)	5
<b>Total</b>	<b>412</b>	<b>36,56% (1.127)</b>	<b>59</b>

# Findings



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Purpose Coherence: 11 high level, 22 medium level, and 2 low level. Purpose is a fundamental and essential element for guiding network work. It's positive that the majority exhibit a medium level of coherence. However, a higher level of coherence would be expected from the majority of the networks.

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The main activities of the networks are presentations by facilitators (88% always and almost always), followed by presentations of successful practices of its members (80% always and almost always).

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To a lesser extent but with significant presence, there is the development of inquiry groups focusing on educational practices (63% always and almost always). A large majority of networks use data analysis to design strategies for addressing educational challenges in their institutions (69% always and almost always).

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Sharing of unsuccessful experiences is infrequent (37% never or almost never). Also there is a lower rate of analysis of student attendance data (30% never or almost never).

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The networks across all SLEPs appear to be enhancing the professional capital of their participants.

# RPP

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Presentation and two working meetings with the DEP team (leading the SLEP in the country). Project presentation and presentation of monitoring results in 6 SLEPs. 6 reports to each SLEP, 8 feedback reports to each network. Workshops with network participants on network leadership practices.

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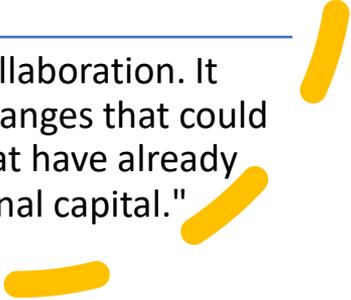
RPPP Reflection: analysis of working methodologies to influence teaching practices by reviewing participatory strategies based on the experiences of the different involved networks (2 SLEPs stand out and could contribute to the development of the others).

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Analysis of the purpose of educational networks, from both a technical and a social perspective. What does it tell us when a purpose is not fully shared and distributed among network members?

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Efforts have influenced strengthening network collaboration. It has been suggested to avoid making structural changes that could negatively impact the functioning of networks that have already achieved the development of collective professional capital."



# Principal Network



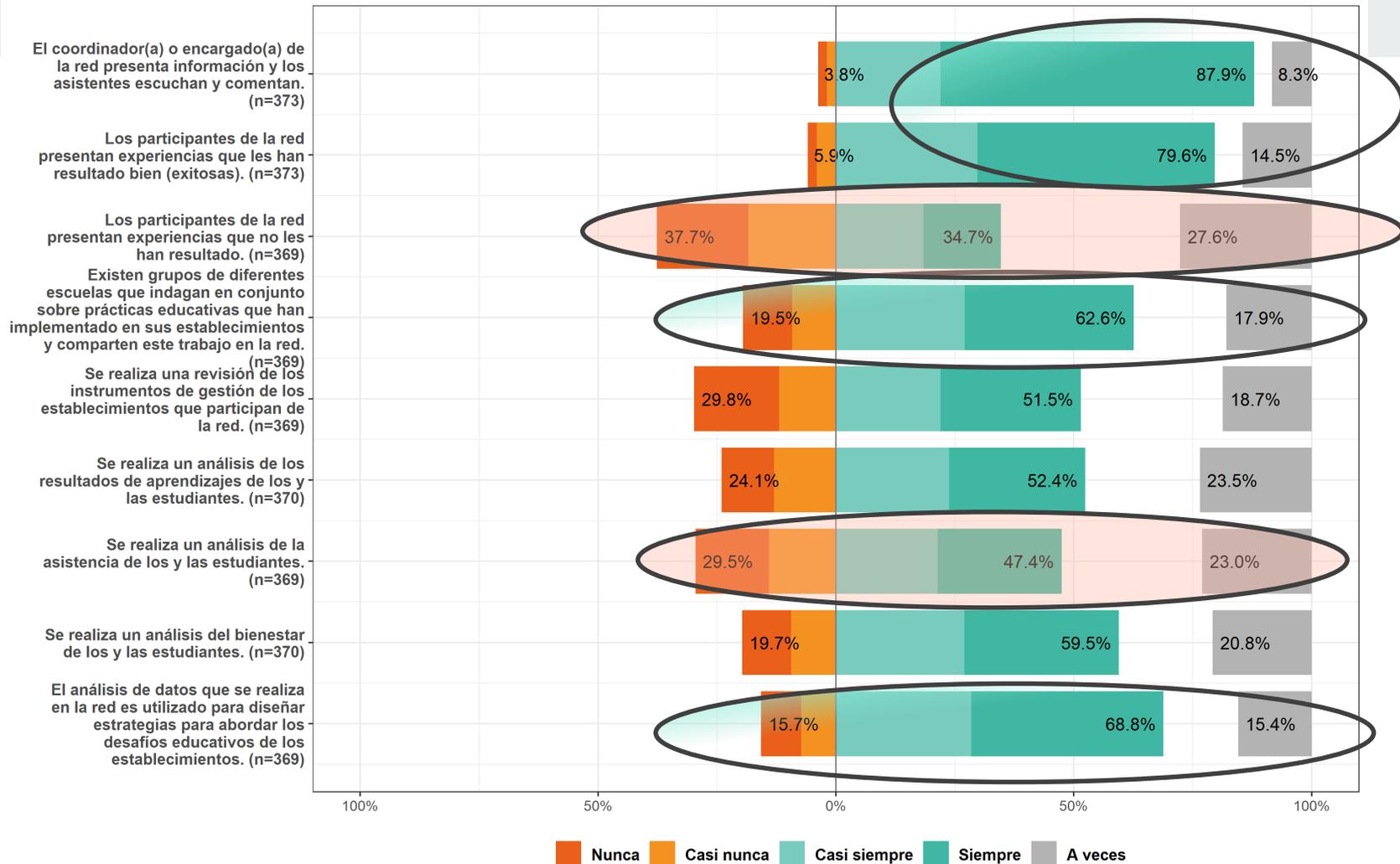
Members	9
Answers	8
Purpose Knowledge	8
Purpose participation (defining )	6
Propósito adecuado a necesidades del establecimiento	8
Purpose Coherence	Medium coheren ce

Collective development of leadership capacities .  
4 respuestas

Collective Analysis of institutional and pedagogical documents  
3 respuestas

Collaborative work to address local challenges  
1 respuesta

## General



1

(N=76)

2

(N=108)



# Regional Improvement Collaboratives (RICs)

Robert Owen Centre (ROC) report on SIPP (Nov 2014) used SIPP and Federations research to argue for the case for regional 'Innovation Hubs'

Scottish Government Governance Review 2017 announced the launch of Regional Improvement Collaboratives

6 Regional Improvement Collaboratives working across LA boundaries- new middle tier set of relationships varying in size, geography and capacity est. 2018 and led by a Director of Education

LAs retain statutory responsibility for school improvement. RICs are not a legal entity

# WEST RIC

8 Local Authorities (Districts) focus on equity, excellence and empowerment

over 1000 schools

ROC (Chapman, Donaldson, Bell, Hall and Lowden) RPP with WEST Partnership from inception (2017):

University involvement:

research/ strategic support (Chapman and Donaldson)

evaluation (Bell)

developmental support (Hall and Lowden)

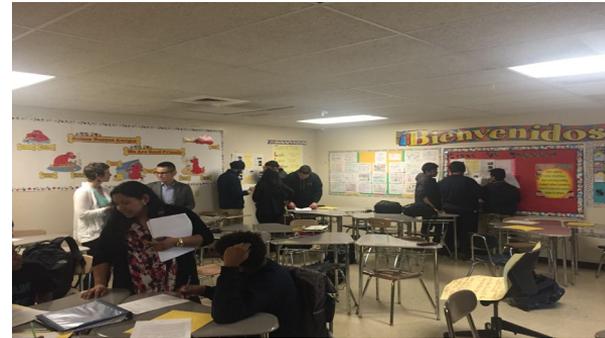
Data- Annual survey, Interviews with key stakeholders, documentary analysis, field notes

# WEST's Vision: To Build a Learning System (NLS)?

A research-practice partnership that:

- (a) is connected through networks across different types of boundaries. These may be physical (eg. classroom, organisational, geographical) and/or professional (eg. phase, sector, curricula)

and



- (b) is driven by design-based research and collaborative inquiry to innovate, test and refine practice and to build leadership capacity through practice-based professional learning.

(Madrid Miranda and Chapman, 2021)

## Drawing out the lessons - Scotland

- Trust and relationships- across boundaries (local and national)
- Connective capacity- (Partnership manager and workstream leads)
- Pandemic response- (Call to action, support network WEST OS)
- Professional Learning- (IOS, IOS, IOD)
- Economies of Scale
- Planning cycles and funding
- Spread, depth and pace

# Drawing out the lessons - Scotland and Chile

- Contrasting approaches- inside out and outside in
- Building collaboration from different starting points- Socio-cultural tensions-
  - Individualism and hierarchy... trust and power
  - Rules and prescribed behaviours
- Trust and power
- Time and resources
- Buy-in and sustainability