

# NOTES

## FOREWORD: THE NETWORKED SCHOOL LEADER

1. Prenger *et al.* (2017)
2. Schildkamp *et al.* (2019)

## INTRODUCTION

1. Darling-Hammord (2010)
2. Bremm and Drucks (2018)
3. Robinson *et al.* (2008)
4. Robinson *et al.* (2008)
5. Earley and Greany (2017)
6. Brown and Poortman (2018)
7. Brown and Flood (2019)
8. Brown and Flood (2019)

## CHAPTER 1: THE CURRENT CONTEXT FOR PROFESSIONAL LEARNING NETWORKS

1. Rittel and Webber (1973)
2. Bauman (2012); Castells (2010)
3. Bauman (2012: viii: italics in original)
4. Castells (2010)
5. Helsper and Hummrich (2006)
6. See: <https://en.wikipedia.org/wiki/Education>
7. Hargreaves and Shirley (2009)
8. Hadfield *et al.* (2006: 5)
9. Díaz-Gibson *et al.* (2017)
10. Brown *et al.* (2016)
11. Arkhipenka *et al.* (2018); Howland (2015)
12. Bauman (2012); Castells (2010)

13. de Vries and Prenger (2018)
14. Stoll (2010)
15. Jackson and Temperley (2006)
16. Hargreaves (2010; 2012); Huxham and Vangen (2005); Muijs (2015)
17. Hargreaves (2010; 2012); Howland (2015)
18. Arkhipenka *et al.* (2018); Armstrong (2015); Muijs *et al.* (2010)
19. Díaz-Gibson *et al.* (2017)
20. Azorín (2018); Ehren and Godfrey (2017); Gilbert (2017); Hargreaves (2010; 2012); Howland (2015); Muijs (2015); Simkin (2015)
21. Díaz-Gibson *et al.* (2017)
22. Hargreaves and Shirley (2009); Helsper and Hummrich (2006)
23. Armstrong (2015); Greany (2017); Handscomb (2018)
24. Greany and Earley (2018); Howland (2015)
25. Department for Education (2010: 60)
26. Dowling (2016); Greany (2017)
27. Greany (2014)
28. Armstrong (2015); Boylan (2018)
29. Gilbert (2017: 6)
30. Schleicher (2012: 73)
31. Easton (2008)
32. Jackson and Temperley (2006)
33. Stoll *et al.* (2012)
34. Brown and Poortman (2018: 1)
35. Wenger (1998)
36. Stoll (2010: 470)
37. Hubers (2016)
38. Berkemeyer *et al.* (2011); Bremm and Drucks (2018)
39. Armstrong (2015); Bremm and Drucks (2018)
40. Berkemeyer *et al.* (2008); Bremm and Drucks (2018); Howland (2015)
41. Armstrong (2015); Bremm and Drucks (2018); Darling-Hammond (2010); Muijs (2015)
42. Bremm and Drucks (2018); Chapman and Muijs (2014); Hutchings *et al.* (2012); Muijs (2015); van Holt *et al.* (2015)
43. Bremm and Drucks (2018)
44. Hargreaves (2018); Mumby and Fullan (2016)
45. Baum (2000: 234)
46. Baum (2000: 234)
47. Armstrong (2015); Armstrong and Ainscow (2018); Muijs (2018)

48. Woods *et al.* (2006); Sammons *et al.* (2007)
49. Lima (2008: 2)
50. Chapman (2019)
51. Chapman (2019: 7)
52. Hubers (2016)
53. Hubers and Poortman (2018)
54. Warren Little (1990)
55. Warren Little (1990: 509–510)
56. Dr'az-Gibson *et al.* (2017: 1043)
57. Warren Little (1990: 522)
58. Warren Little (1990: 514)
59. Warren Little (1990: 516)
60. Warren Little (1990: 518)
61. Warren Little (1990: 519)
62. Bremm and Drucks (2018); Howland (2015)
63. Ehren (2018)
64. Bryk and Schneider (2002); Finnigan and Daly (2012); Mintrop and Trujillo (2007)
65. Argris and Schön (1996); Bremm and Drucks (2018)
66. Bremm and Drucks (2018); Chapman and Muijs (2014); Howland (2015); Muijs (2015)
67. Armstrong and Ainscow (2018); Castells (2010); Chapman (2019); Rempe-Gillen (2012)
68. Coldron *et al.* (2014); Duveneck (2016); Howland (2015); Tulowitzki *et al.* (2018)
69. Bremm and Drucks (2018)
70. Briscoe *et al.* (2015)
71. Baum (2000); Bremm and Drucks (2018); Rempe-Gillen (2017); Warren Little (1990)
72. Hubers and Poortman (2018)
73. Helsper and Hummrich (2006)
74. Baum (2000)
75. Hubers and Poortman (2018)
76. Warren Little (1990)
77. Bauman (2012); Stoll (2010)
78. Warren Little (1990)
79. Hutchings *et al.* (2012)
80. Smith *et al.* (2012)

81. Muijs (2015); Warren - Little (1990)
82. Brown (2018); Close (2016)
83. Armstrong (2015); Ehren and Godfrey (2017)
84. Bremm and Drucks (2018); Chapman and Muijs (2014); Muijs (2015)
85. Ehren and Godfrey (2017)
86. Briscoe *et al.* (2015); Dowling (2016); Muijs (2015)
87. Latour (1987)
88. Baum (2000)
89. Brown *et al.* (2017); Halbert *et al.* (2011); Poortman and Schildkamp (2016)
90. Brown (2019: 8)
91. Such authors include Boylan (2018); Howland (2015) and Hubers (2016)

## CHAPTER 2: THE LABYRINTH

1. Borges (1998; 2000; 2004; 2018)
2. Bauman (2012: 139)
3. Farrell and Coburn (2017); Hubers and Poortman (2018); Rose *et al.* (2017)
4. Farrell and Coburn (2017); Rose *et al.* (2017)
5. Marzano *et al.* (2005); Robinson *et al.* (2008)
6. Leithwood and Louis (2012)
7. Day and Sammons (2013:5); Robinson *et al.* (2008); Robinson (2011); Tulowitzki and Pietsch (2018)
8. Robinson *et al.* (2008); Robinson (2011)
9. Robinson *et al.* (2008: 201)
10. Day and Sammons (2013)
11. Robinson *et al.* (2008)
12. Day and Sammons (2013: 4); Day *et al.* (2009); Strike (2007); Warren - Little (1990)
13. Begley and Johansson (2003)
14. Armstrong (2015); McWhorter *et al.* (2019)
15. Azorín (2018: presentation slides)
16. Muijs *et al.* (2010)
17. Brown and Poortman (2018); Hubers and Poortman (2018); Muijs (2015); Sartory *et al.* (2017)
18. Bauman (2012)

19. Gilbert (2017); Hargreaves and Fink (2004); Hubers and Poortman (2018); Sartory *et al.* (2017)
20. Boylan (2018); Gilbert (2017); OECD (2008)
21. Díaz-Gibson *et al.* (2017: 1044)
22. Dimmock (2019); Finnigan *et al.* (2013); Fullan (2001a); Jackson and Temperley (2006)
23. Brown and Flood (2019)
24. Kotter (2014: 20)
25. Ainscow (2014); Briscoe *et al.* (2015); Tulowitzki and Pietsch (2018)
26. Greany and Earley (2018)
27. Day and Sammons (2013); Dimmock (2019); Leithwood *et al.* (2008);
28. Wiggins *et al.* (2019)
29. Brown and Flood (2019)
30. Arkhipenka *et al.* (2018); Day and Sammons (2012)
31. Day and Sammons (2012)
32. McWhorter *et al.* (2019); Sartory *et al.* (2017)
66. For a full list see Department for Education (2017: 8)
34. Brown and Flood (2019)
35. Brown and Flood (2019)
36. Brown and Flood (2019); Wiggins *et al.* (2019)
37. Robinson *et al.* (2008)
38. Brown and Flood (2019)
39. Daly (2010); Day and Sammons (2012); Ogawa and Bossert (1995)
40. Day and Sammons (2012); Muijs (2015)
41. Spillane *et al.* (2010) Wiggins *et al.* (2019)
42. Boylan (2018); Spillane and Sherer (2004)
43. Spillane and Louis (2002); Supovitz and Tognatta (2013)
44. Daly (2010)
45. Baker-Doyle and Yoon (2010: 118)
46. Finnigan and Daly (2010: 180)
47. Leithwood *et al.* (2008); Warren - Little (1990)
48. Wenger (1998); Zhang and Norman (1994)
49. Latour (1987); Rogoff (1990); Spillane and Sherer (2004); Zhang and Norman (1994)
50. Day and Sammons (2012)
51. Flyvbjerg (2001)
52. Battilana and Casicaro (2013); Stoll *et al.* (2015)
53. Fullan (2001b: 34)

54. Stoll and Brown (2015)

55. Stoll and Brown (2015)

### CHAPTER 3: CONNECTING PLN LEARNING WITH WHAT HAPPENS IN SCHOOLS

1. Brown and Flood (2019)
2. Rogers (1995: xvii)
3. Rogers (1995)
4. Hubers (2018)
5. Hubers (2016: 73)
6. Farley-Ripple *et al.* (2017)
7. Brown and Flood (2019)
8. Harris and Jones (2012); Stoll (2008)
9. Stoll *et al.* (2006); Lomas *et al.* (2011); Harris and Jones (2010)
10. Stoll *et al.* (2006: 226–227)
11. Warren Little (1990)
12. Brown, C. (2017)
13. Stoll (2012)
14. Gladwell (2011); Lemov *et al.* (2013)
15. Flyvbjerg (2001)
16. Nonaka and Takeuchi (1995)
17. Fielding *et al.* (2005); Sebba *et al.* (2012)
18. Brown and Flood (2019)
19. Nonaka and Takeuchi (1995)
20. Nonaka (1991: 97).
21. Nonaka *et al.* (2008)
22. Rogers (1995: 15–16); referenced by Neal *et al.* (2017)
23. Hubers (2016: 76) drawing on the work of Rogers (1995)
24. Brown and Flood (2018); Brown and Graydon (2017); Hubers (2016); Rogers (1995)
25. Brown and Graydon (2017)
26. Star and Griesemer (1989); Wenger (1998)
27. Earl and Timperley (2008: 19)
28. Hubers (2016)
29. Hubers (2016); Kolb (1984); Stoll *et al.* (2012); Wenger (1998)
30. Flyvbjerg (2001); Nonaka and Takeuchi (1995); Stoll *et al.* (2012)
31. Fielding *et al.* (2005); Sebba *et al.* (2012)

32. Bubb and Earley (2009)
33. Rogers (1995: 264–265)
34. Latour (1987)
35. Daly (2010: 4)
36. Baker-Doyle and Yoon (2010)
37. Brown, C.(2017)
38. Atteberry and Byrk (2010)
39. Brown, C.(2017)
40. Tschannen-Moran (2004)
41. Mitton *et al.* (2007); Sebba *et al.* (2012); Warren - Little (1990)
42. Finnegan and Daly (2012)
43. Brown *et al.* (2016); Bryk and Schneider (2002); Bryk *et al.* (2010); Tschannen-Moran (2004)
44. Rogers (1995)
45. Warren Little (1990: 530)
46. OECD (2016); Silins and Mulford (2004)
47. Halbert *et al.* (2011); Leithwood *et al.* (2006); Schildkamp and Ehren (2012); Roberts (2015)
48. Datnow *et al.* (2013); Stoll *et al.* (2006)
49. Koutsouris and Norwich (2018); Neal *et al.* (2019); Rogers (1995)
50. Neal *et al.* (2019: 160)
51. Neal *et al.* (2017)

#### CHAPTER 4: HOW CAN WE LEARN FROM PLINS IN GERMANY AND ENGLAND?

1. Bremm and Drucks (2018); Chapman (2008)
2. Brown and Poortman (2018)
3. Bremm and Drucks (2018)
4. Education Endowment Foundation (2017)
5. Cohen *et al.* (2007)
6. Yin (1994: 13)
7. Wong *et al.* (2013)
8. Greenhalgh *et al.* (2005); Wong *et al.* (2013)
9. Hall and Hord (2001)
10. Daly (2010); Spillane *et al.* (2010)
11. BERA (2018: 20)
12. Khan and Van Wynsberghe (2008)

13. Roessler (2018)
14. Boyatzis (2008: 51)
15. Lincoln and Gubba (1985)
16. Brown and Flood's (2019) original macro level codes
17. Miles and Huberman (1994)
18. Campbell *et al.* (2013); Robson (2002)
19. Borgatti *et al.* (2013)
20. Baker-Doyle and Yoon (2010)
21. Spillane *et al.* (2010)
22. Moolenaar and Slegers (2010)
23. Atteberry and Byrk (2010)
24. Moolenaar and Slegers (2010)
25. Finnigan and Daly (2010)
26. Moolenaar and Slegers (2010)
27. Finnigan and Daly (2010)
28. Baker-Doyle and Yoon (2010); Spillane *et al.* (2010)
29. Hall (2013); Hall and Hord (1987)
30. Brown *et al.* (2016)
31. De Lima (2000)
32. Daly (2010); Moolenaar and Slegers (2010); Spillane *et al.* (2010)
33. Atteberry and Byrk (2010); Borgatti *et al.* (2013)

CHAPTER 5: RESEARCH LEARNING NETWORKS  
IN ENGLAND: WHAT DO TEACHERS AND SCHOOL  
LEADERS SAY?

1. Greany (2017); Handscomb (2018)
2. Robinson (2017)
3. Greany (2017)
4. Ehren and Godfrey (2017); Greany (2017)
5. Armstrong (2015); Greany (2017)
6. Armstrong (2015)
7. Armstrong and Ainscow (2018)
8. Moss (2013); Muijs (2015)
9. Dowling (2016)
10. Dowling (2016)
11. Department for Education (2017)
12. Gilbert (2017); Greany and Higham (2018)



13. Close (2016)
14. Greany and Earley (2018: 7)
15. Chapman (2001)
16. Greany (2017: 17)
17. Ehren (2019)
18. Armstrong and Ainscow (2018)
19. Ehren and Godfrey (2017)
20. Greany (2017); Lubienski (2009)
21. Greany and Earley (2018: 9)
22. Ehren (2019)
23. Greany and Earley (2018)
24. Ehren and Godfrey (2017)
25. Sahlberg (2011)
26. Earley and Greany (2017)
27. Armstrong and Ainscow (2018)
28. Muijs and Rummyantseva (2014)
29. Cain *et al.* (2016); Walker (2017)
30. Giddens (1990)
31. Giddens (1990)
32. Furlong (2014); Rose *et al.* (2017); Walker (2017); Wisby and Whitty (2017)
33. Brown and Flood (2019); Coldwell *et al.* (2017); Graves and Moore (2017); Wisby and Whitty (2017)
34. Brown, C. (2017); The Royal Society and British Academy (2018)
35. Rose *et al.* (2017)
36. Brown (2017); Southworth (2009)
37. Earley (2013); Fullan (2002); Leithwood *et al.* (2004); Leithwood and Seashore-Louis (2012)
38. Ehren (2018); Ehren and Godfrey (2017); Muijs *et al.* (2010); Sahlberg (2018)
39. Hairon and Goh (2015)
40. Bush and Crawford (2012); Hairon and Goh (2015); Heck and Hallinger (2009)
41. Hairon and Goh (2015)
42. Hairon and Goh (2015: 710)
43. Kotter (1996)
44. Butler and Schnellert (2012)
45. Hairon and Goh (2015)

46. Borko (2004)
47. Robinson *et al.* (2008)
48. Blatchford *et al.* (2012); Davie (2017)
49. Sahlberg (2018)
50. Brown and Flood (2019)

CHAPTER 6: RESEARCH LEARNING NETWORKS  
IN ENGLAND: EXPLORING SOCIAL NETWORKS, CULTURES  
OF TRUST AND INNOVATION

1. Hubers and Poortman (2018)
2. James *et al.* (2007); Paavola *et al.* (2004); Sebba *et al.* (2012)
3. Flyvbjerg (2001)
4. Flyvbjerg (2001: 14)
5. Flyvbjerg (2001: 21)
6. Nonaka and Takeuchi (1995)
7. Hall and Hord (2001)
8. Hairon and Goh (2015)
9. Hairon and Goh (2015)
10. Herzberg (1968)
11. Atteberry and Byrk (2010); Moolenaar and Slegers (2010)
12. Glegg *et al.* (2019)
13. Hairon and Goh (2015)
14. Glegg *et al.* (2019)

CHAPTER 7: PESS NETWORKS IN GERMANY: HEARING  
THE VOICES OF TEACHERS AND SCHOOL LEADERS

1. Busemeyer and Vosseik (2015); Tulowitzki (2015)
2. Tulowitzki *et al.* (2018)
3. Duveneck (2014: 53)
4. Tulowitzki *et al.* (2018)
5. Tulowitzki (2015)
6. Busemeyer and Vosseik (2015)
7. Tulowitzki *et al.* (2018)
8. Duveneck (2014); Huber *et al.* (2016)
9. Busemeyer and Vosseik (2015); Duveneck (2014)
10. Buske and Zlatkin-Troitschanskaia (2018); Huber *et al.* (2016)

11. Buske and Zlatkin-Troitschanskaia (2018); Huber *et al.* (2016)
12. Huber *et al.* (2016)
13. European Commission/EACEA/Eurydice (2015: 78–79)
14. Buske and Zlatkin-Troitschanskaia (2018)
15. Huber *et al.* (2016)
16. Busemeyer and Vosseik (2015); Sartory *et al.* (2017)
17. Jungermann *et al.* (2015)
18. Jungermann *et al.* (2015)
19. Tulowitzki *et al.* (2018)
20. Klein and Bremm (in press)
21. Manitius *et al.* (2013)
22. Sartory *et al.* (2017)
23. Sartory *et al.* (2017)
24. Sartory *et al.* (2017)
25. Gogolin *et al.* (2011); Sartory *et al.* (2017)
26. Otto *et al.* (2015)
27. Järvinen *et al.* (2015)
28. Tulowitzki (2015)
29. Huber *et al.* (2016); OECD (2008); Tulowitzki (2015)
30. Muslic (2015)
31. Tulowitzki (2015)
32. Huber *et al.* (2016)
33. Bremm (2019); Schmuck (2018)
34. Bremm (2019); Klein (2018)
35. KMK (2015: 14), taken from Bremm and Manitius (2019)
36. See: <http://www.ukgermanconnection.org/german-school-system>
37. Bremm and Manitius (2019)
38. Bremm (2016)
39. Bremm and Manitius (2019)
40. Bremm and Manitius (2019)
41. Bremm and Manitius (2019)
42. Berkemeyer *et al.* (2015); Bremm and Manitius (2019); Manitius and Berkemeyer (2015)
43. Bremm and Drucks (2018)
44. Bremm and Drucks (2018)
45. Kotter (2014)
46. Rogers (1995)

CHAPTER 8: PESS NETWORKS IN GERMANY:  
EXAMINING THE USE AND VALUE  
OF NETWORKED LEARNING

1. Hubers (2016)
2. Hubers and Poortman (2018: 194–195)
3. Brown and Flood (2019)
4. Schmuck *et al.* (2018)
5. Klein (2018)
6. Muslic (2015)
7. Goff *et al.* (2014)

CHAPTER 9: CONQUERING THE LABYRINTH:  
LESSONS LEARNED FROM CASES IN  
ENGLAND AND GERMANY

1. Hallinger and Heck (2011)
2. Greany (2017); Hannan *et al.* (2015); Hargreaves *et al.* (2015)
3. Ehren (2019)
4. Wilkinson and Pickett (2009)
5. Presidential candidate Barack Obama, August 6, 2008
6. Bronfenbrenner (1979: 3)
7. Taken from: <https://www.psychologynoteshq.com/bronfenbrenner-ecological-theory/>
8. Kerr and Dyson (2017: 13)
9. Muijs (2010: 89)
10. Kerr and Dyson (2017)
11. Kerr and Dyson (2017: 11)
12. Bourdieu (1986); Jungerman (in press: 159)
13. Dyson *et al.* (2012); Hargreaves and Shirley (2012); Nowosielski (2012); Pearman (2019)