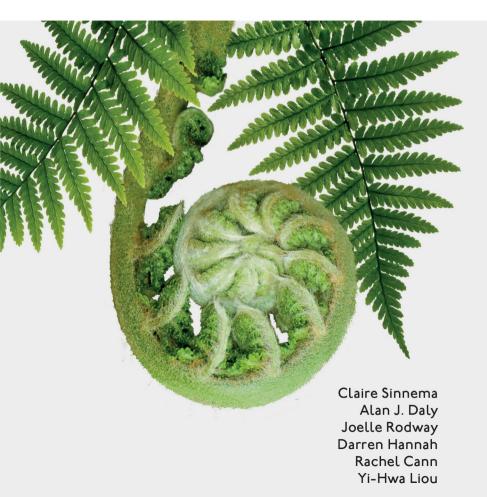
Improving the Relational Space of Curriculum Realisation

Social Network Interventions



IMPROVING THE RELATIONAL SPACE OF CURRICULUM REALISATION

EMERALD PROFESSIONAL LEARNING NETWORK SERIES

Series Editors: Chris Brown, University of Portsmouth, UK and Cindy Poortman, University of Twente, The Netherlands

In the current international policy environment, teachers are viewed as learning-oriented adaptive experts. Required to be able to teach increasingly diverse sets of learners, teachers must be competent in complex academic content, skilful in the craft of teaching and able to respond to fast changing economic and policy imperatives. The knowledge, skills and attitudes needed for this complex profession requires teachers to engage in collaborative and networked career-long learning. The types of learning networks emerging to meet this need comprise a variety of collaborative arrangements including inter-school engagement, as well as collaborations with learning partners, such as universities or policy-makers. More understanding is required, however, on how learning networks can deliver maximum benefit for both teachers and students.

Emerald Professional Learning Network Series aims to expand current understanding of professional learning networks and the impact of harnessing effective networked collaboration.

Published in this series:

Formalise, Prioritise and Mobilise: How School Leaders Secure the Benefits of Professional Learning Networks Chris Brown and Jane Flood

School Improvement Networks and Collaborative Inquiry: Fostering Systemic Change in Challenging Contexts

Mauricio Pino Yancovic, Alvaro González Torres and

Luis Ahumada Figueroa

Professional Learning Networks: Facilitating Transformation in Diverse Contexts with Equity-seeking Communities

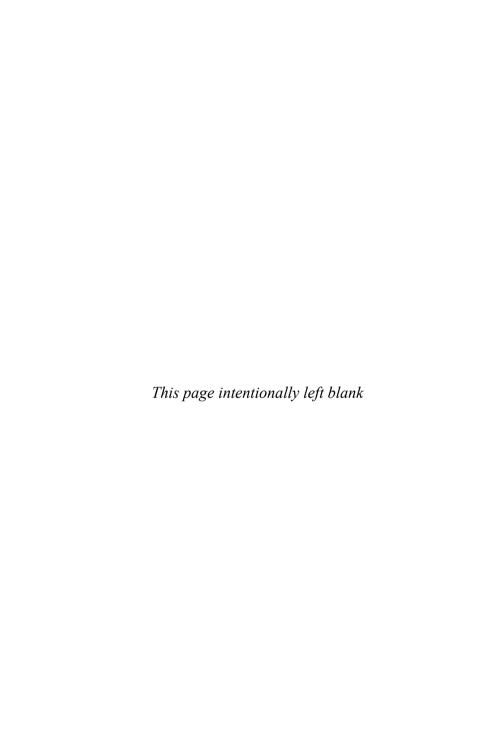
Leyton Schnellert

Lessons in School Improvement from Sub-Saharan Africa: Developing Professional Learning Networks and School Communities

Miriam Mason and David Galloway

Professional Learning Networks in Design-Based Research Interventions

Mei Kuin Lai and Stuart McNaughton



SPACE OF CURRICULUM REALISATION: SOCIAL NETWORK INTERVENTIONS

BY

CLAIRE SINNEMA

The University of Auckland, New Zealand

ALAN J. DALY

University of California, USA

JOELLE RODWAY

Memorial University of Newfoundland, Canada

DARREN HANNAH

The University of Auckland, New Zealand

RACHEL CANN

The University of Auckland, New Zealand

and

YI-HWA LIOU

National Taipei University of Education, Taiwan



United Kingdom – North America – Japan – India Malaysia – China Emerald Publishing Limited Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2023

Copyright © 2023 Claire Sinnema, Alan J. Daly, Darren Hannah, Joelle Rodway, Rachel Cann, and Yi-Hwa Liou. Published under exclusive licence by Emerald Publishing Limited.

Reprints and permissions service

Contact: www.copyright.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. No responsibility is accepted for the accuracy of information contained in the text, illustrations or advertisements. The opinions expressed in these chapters are not necessarily those of the Author or the publisher.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-80382-516-8 (Print) ISBN: 978-1-80382-513-7 (Online) ISBN: 978-1-80382-515-1 (Epub)



CONTENTS

List of figures and Tables	xii
About the Authors	X۱
Acknowledgements	xvi
Introduction]
Part 1 Setting the Scene	5
1 A Social Network Lens on Curriculum Realisation	7
Forms of Curriculum Change	9
Changes to Curriculum Orientation	9
Changes to Curriculum Roles	10
Changes to Curriculum Elements and Their	
Relationships	11
Curriculum Change and Social Capital	11
What Is Social Capital? The Seminal Examples	12
The Merchant's Bag of Stones –Social Structures	
That Allow High Trust Exchange	13
The Moving Home Example – Norms That	
Provide a Source of Social Capital	14
The Kahn El Khalili Market Example – The Creation of	
Obligation in Social Relations	1.5

viii Contents

	Bonding and Bridging	16
	Trust	18
	Forms of Curriculum Change and the Role of Bonding and Bridging	18
	Changed Curriculum Orientations	19
	Changed Curriculum Roles	20
	Changed Curriculum Elements	22
	The Critical Role of Social Networks in Addressing the Constraints of Curriculum Change	24
2	Social Network Interventions	27
	Approaches to Social Network Interventions	27
	Approaches in the Health Field	28
	Approaches in the Workplace	31
	Shaping Social Network Interventions	36
	The Use of Social Network Theory to Inform Interventions in Education	38
	The Use of Data in Social Network	
	Interventions in Education	39
	Type A Interventions	40
	Type B Interventions	41
	Type C Interventions	42
	Type D Interventions	43
	Type E Interventions	44
	Type F Interventions	44
3	A Theory of Action Approach to Examining	47

Contents ix

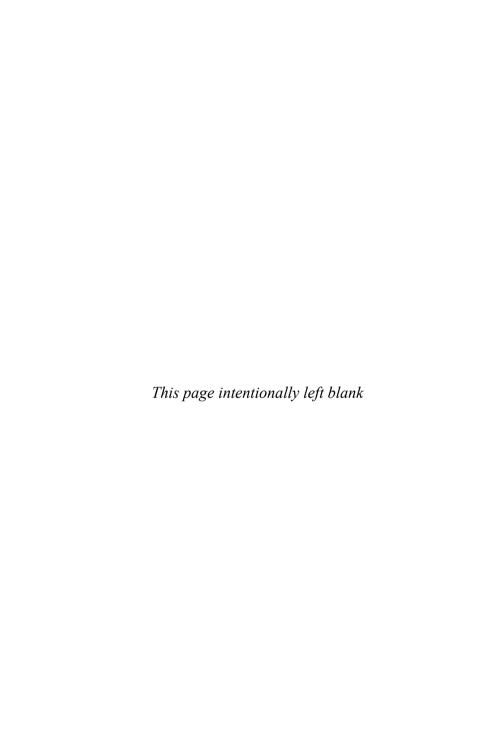
	Our Theory of Action Approach: Attention to Actions, Constraints and Consequences	48
	The Notion of Constraints as Helpful	48
	Why Describe Our Intervention Using a Theory of Action Approach?	49
	Illuminating Intervention	5C
4	The Policy Landscape and the Project Context	57
	The Policy Context	57
	Kahui Ako	58
	The Leadership Capability Framework	60
	The Project Context: Better Together	63
	Participants – Curriculum Leaders	64
	Intervention - Hui	65
5	Insights into the Relational Space: Our	
	Approach to Data Collection and Analysis	69
	Using Social Network Analysis	69
	Sample	7C
	Approach to Data Collection	71
	Approaches to Data Analysis	76
	Carrying Out Observations	81
	The Purpose of Our Observations	82
	Sample	83
	Approach to Data Collection	84
	Approach to Data Analysis	85
Pa	rt 2 Better Together Intervention Theory of Action	89
	The Bia Picture	89

x Contents

	The Constraints That Helped Us Design an	
	Intervention	90
6	Hui 1 – Providing Grounded Stimulus	93
	Grounded in Theory	93
	Grounded in Research	95
	Stimulus	96
	Stimulus Through Metaphor	96
	Stimulus Through Metaphor Combined	
	with Imagery	98
	Moving Imagery	100
	Stimulus Through Story (Research Told as Story/ Personal Story)	101
	Stimulating Through Intentional Moments	103
7	Hui 2 – Using Guided Discovery	107
	Discovery	107
	Guided Discovery	109
	An Incremental Approach	110
	Contrasting Cases	111
	Problem Solving	113
8	Hui 3 – A Problem-Solving Approach to Action	
	Planning	121
	Critical Friends on the Content of Their	
	Action Plan	123
	Getting Logical	124
	Getting Creative	127
	Critical Friends on Leadership Practice	127

Contents xi

9	Hui 4 – Shoes of Others	131
	Unfreezing	135
	Divergent and Generative Thinking	136
Par	t 3 Intervention Impact and Looking Forward	143
10	Shifts in the Relational Space	145
	Network Improvement – The Big Picture	145
	Network Improvement – Some Particulars	149
	More Ties Overall With Fewer Isolates	149
	Greater Proportion of All Possible Ties Being Activated	150
	Lower Percentage of People Who Cannot Reach Each Other	152
	More People Are Developing Mutual Relationships with Colleagues	153
	Ease of Access to Resources Is Improving	154
	Increase in the Number of People to Whom One Is Connected	155
	Some People Are More Central Than Others	156
	Change in Network-Leader Behaviour:	1.57
	Increased Network Intentionality	157
	Moving in the Right Direction: Kāhui Ako Networks are Strengthening	162
11	Looking Back to Move Forward	165
Refe	erences	171
Index		197



LIST OF FIGURES AND TABLES

Figures

Fig. 1 Social Network Map Example: Two	
Distinct Subgroups Within One Department/Division	33
Fig. 2 Social Network Map Example: Connectivity Between Groups/Departments/Divisions	34
Fig. 3 Social Network Map Example: Patterns Related to Individuals in the Network	34
Fig. 4 Genres of Approaches to SNA Data Use in	
Interventions.	39
Fig. 5 Theory of Action Elements	51
Fig. 6 Overview of Intervention Activity	66
Fig. 7 Example Network Map	80
Fig. 8 Theory of Action: Better Together Intervention	91
Fig. 9 Theory of Action: Hui 1—Grounded Stimulus	94
Fig. 10 Theory of Action: Hui 2—Guided Discovery	108
Fig. 11 The Problem-Solving Approach	114
Fig. 12 Exploration of Maps	115
Fig. 13 Theory of Action: Hui 3—Action Planning	
Critical Friends	122
Fig. 14 Improvement Goal Dependency	123
Fig. 15 Theory of Action: Hui 3—A Picture of Practice	
for Across-School Leads	128

Fig. 16	Theory of Action: Hui 4—Shoes of Others	132
Fig. 17	Step-back consulting process	134
0	Termly Collaboration Maps at Time 1 and the Pūriri Kāhui Ako	146
0	Termly Collaboration Maps at Time 1 and Time Nānuka Kāhui Ako	146
0	Schematic Representing Shifts in the Right in Whole Network Measures	148
Fig. 21 intervention	Network of considerations for social network	167
Tables		
Table 1	Example SNA Statistics: Tie Density	
Within-De	epartment and Between-Departments	35
Table 2	Intervention Activity Examples for Valente's Four	
Intervention	on Approaches	37
Table 3	Survey Response Rates	71
Table 4	Overview of Social Network Survey	
Questions	5	74
Table 5	Network Measures	77
Table 6	Map-Reading Tool	112
Table 7	Strengths and Problematic Patterns Identified by	
Participar	nts	117
Table 8	Proposed Causes of Problematic Patterns	119
Table 9	Logical Development of Constraints to Guide	
New Act	ions	125
Table 10	Network Intentionality by Role (Time 2)	159
Table 11	Impact of Intervention on Network Intentionality	161

ABOUT THE AUTHORS

Claire Sinnema is an Associate Professor at The University of Auckland. Her research deals with educational improvement and the realisation of curriculum and other educational policies in practice. Her work addresses the role of curriculum design, networks, practitioner inquiry, leadership and problem-solving in educational contexts.

Alan J. Daly is a Professor and the Director of Educational Leadership Doctoral Programs in the Department of Education Studies at the University of California, San Diego. His research primarily focusses on the role of social networks and their impacts on social systems.

Joelle Rodway is an Assistant Professor at the Memorial University of Newfoundland. Her research is on the role of social capital in whole system educational change.

Darren Hannah is an EdD graduate of The University of Auckland. His research interest is the generation of actionable knowledge that can be used for organisational improvement through the diagnosis of and engagement with theories of action.

Rachel Cann is a PhD candidate at the University of Auckland. Her research relates to the individual, relational and organizational influences on educator wellbeing, drawing on positive psychology and social network theory.

xvi About the authors

Yi-Hwa Liou, Professor of the Department of Educational Management at the National Taipei University of Education, Taiwan. She researches leadership and development and professional and networked learning communities using social network analysis.

ACKNOWIFDGFMFNTS

This book is both *about* collaboration and arises *from* collaboration. We would like to acknowledge the new relational ties that were established between our project team, and the many teachers and curriculum leaders in schools and across the two communities of learning that we worked in. The design of our project was co-constructed with many of them, and we greatly value their commitment to and energy for the work! We have enormous respect for their receptiveness to new ways of thinking about their leadership practice, and their efforts to foreground the relational space in support of curriculum realisation.