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## **Knowledge Creation in School Networks**

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Since the early 90's networks have become one of the central topics in the social scientific research (Bommes & Tacke 2006). Also in the discussion and theory construction of educational sciences the subject is getting more and more attention.

The study presented refers to the framework model of Berkemeyer et al. (2008a), which was developed to explain and analyze innovative networking processes. The study deals in particular with learning processes in school networks. School networks are defined, among other aspects, as platforms for learning, in which interactive knowledge creation processes are triggered. The assumption is that new knowledge emerges in a co-construction of professionals as it has been characterized in theoretical concepts like "community of practice" (Wenger 1998) or "network based learning community" (Chapman 2006).

In the study these learning processes were reconstructed by analyzing interview data from the school improvement project "Schulen im Team" (Berkemeyer et al. 2008b) on the basis of Nonakas (1994) spiral of knowledge creation, which is a fundamental part of the theoretical framework model. The research method was qualitative content analysis.

The exploration takes up the deficiency in examination of networks from a learning theory perspective and makes a contribution to a better understanding of innovation networks in the context of schools. The findings of the study indicate a spiral development of knowledge. At the same time they show different dynamics in the analyzed networks.

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