

How far can Joint Practice Development (JPD) be harnessed as an organisational CPD tool ?

Why am I investigating this research question?

- To identify factors that will improve our CPD approach to practice development.
- To explore appropriate roles and responsibilities for myself as a CPD facilitator.
- To consider the impact of organisational JPD on teachers' sense of agency
- To increase collaboration between teachers and curriculum managers

Recommendations

1) For the CPD Facilitator:

- Encourage differentiation of processes and outcomes. For example, JPD for deep learning; one-off training for surface / technical learning.
- Adopt a distributed leadership approach to JPD processes.
- Present ideas tentatively and encourage critical evaluation.
- Increase involvement of line managers in practitioners' assessments and evaluations

2) Organisation:

- Timetabling for elective CPD.
- Differentiate between deep / surface or near / far transfer practice development.
- Consult teachers on CPD priorities & on organisational issues to share leadership.
- Present ideas tentatively and encourage critical evaluation.
- Increase CPD opportunities for Curriculum Managers to explore JPD / TQM.

3) Further Research:

- Can the conditions for rich JPD be applied to other contexts, for example curriculum teams looking at SARs or individual under-performance?
- Measurement of the impact of JPD on teaching and learning; teachers' perceptions have been 'measured', can this now be used to measure the impact this may have on their learners?

Theoretical Framework:

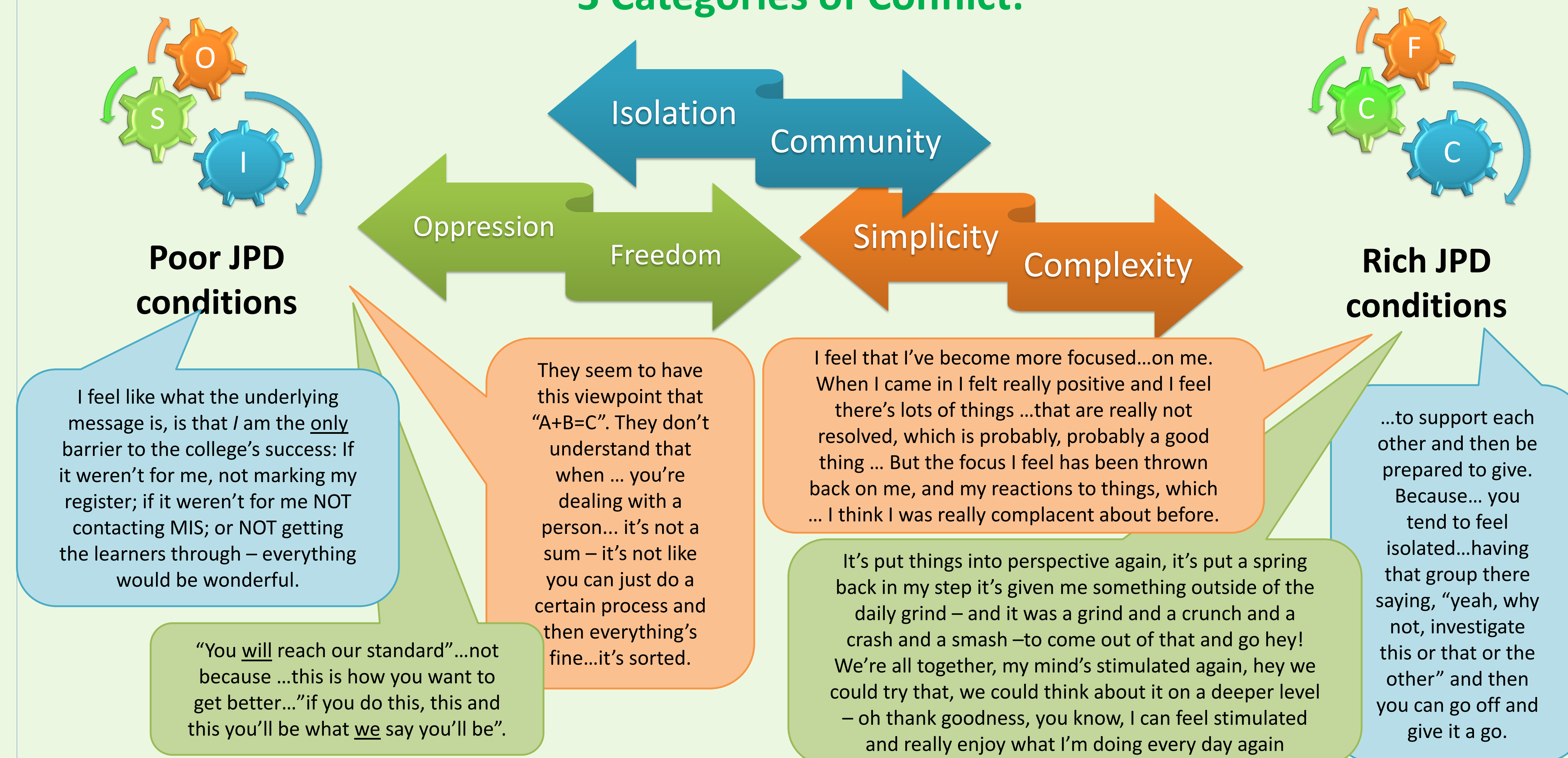
Fielding (2005) ; Eliot (1991); Schon (1983); James & Biesta (2007); Coffield (2008); Bubb & Earley (2007); Brookfield (1995)

Intervention Strategy

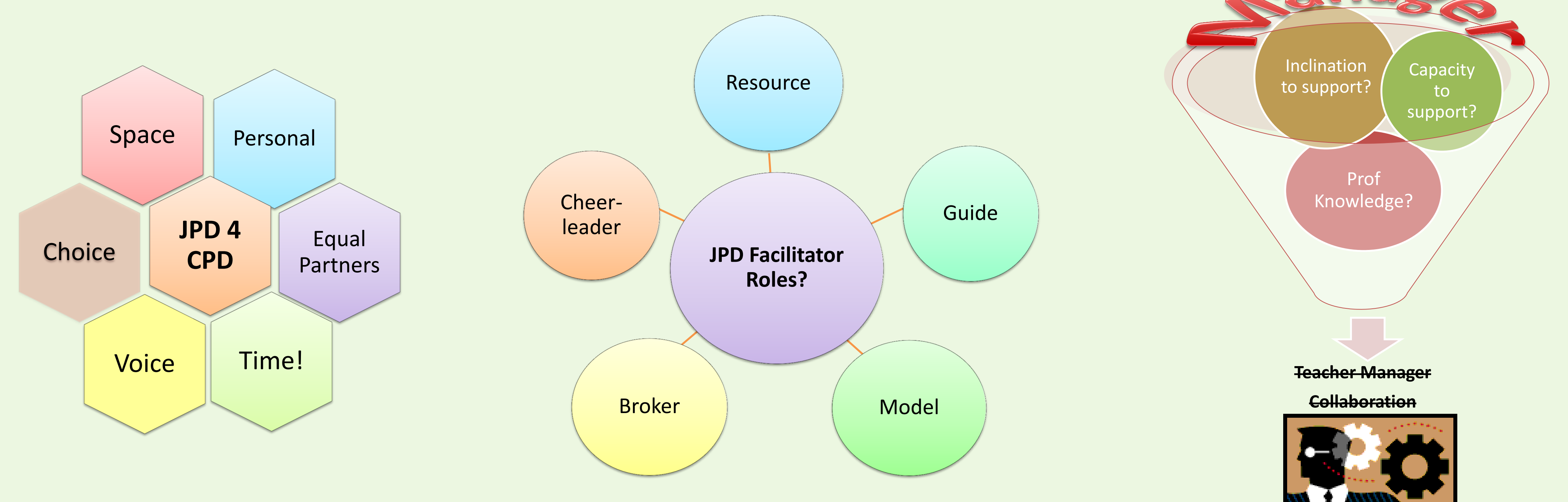
- January 2012: Open invitation to qualified teachers to investigate behaviour management in own practice
- JPD Meeting 1: Group contract purpose and collaborative behaviours (delivery of learning activity to familiarise all participants with Brookfield's critical thinking/discussion techniques); discuss facilitator role; peers begin critical storytelling about behaviour management
- JPD Meeting 2: Peers continue critical storytelling and active listening
- JPD Meeting 4-8: Evolving JPD; practitioner led and personalised for each teacher
- Final JPD Meeting (Friday 13th April!): Focus Group

Inductive Qualitative Results from Narrative Analysis of Focus Group

3 Categories of Conflict:



Deductive Qualitative Results: Questionnaires + Focus Group



Data collection and analysis

Questionnaires at start and end of project directed towards original questions, which combined quantitative and qualitative data collection (Deductive)

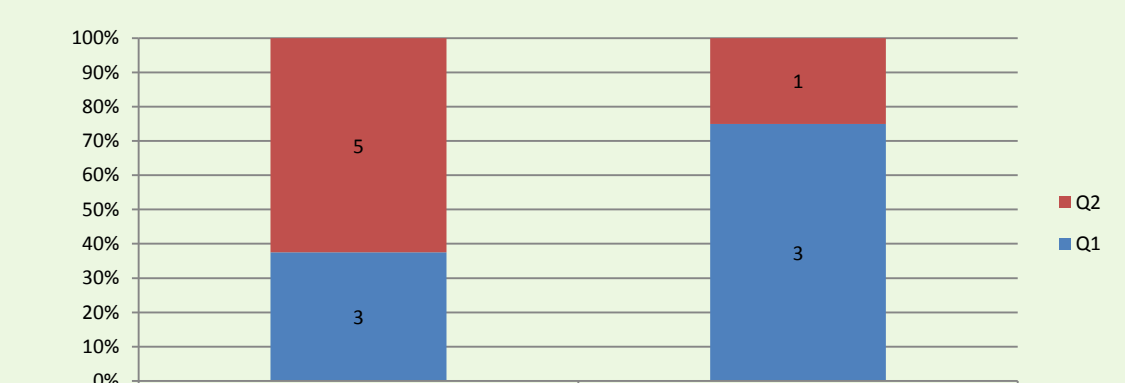
A **Focus Group Interview** at the end of the project. Transcript analysed deductively to triangulate the responses in individual questionnaires and inductively to explore hidden dimensions

Field notes from the duration of the project are used to triangulate emerging themes and interpretations

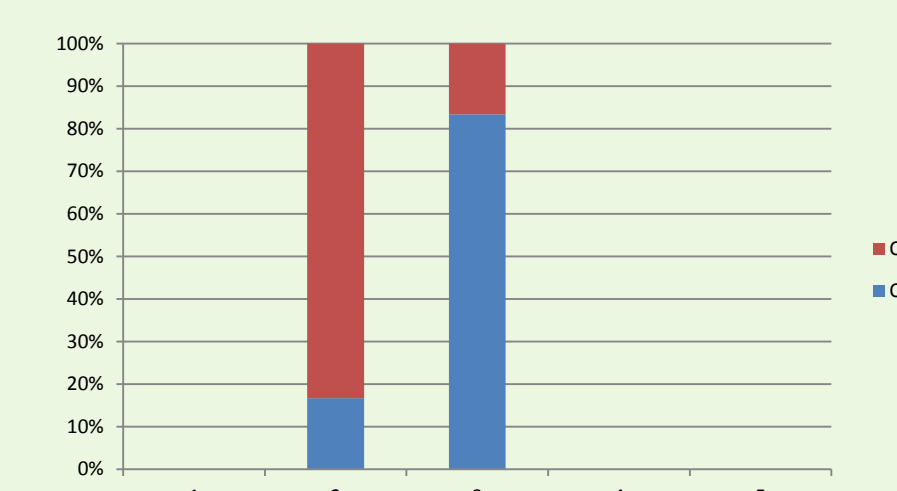
Data analysis shared with both non-participant peers and the participants themselves to increase validity and reduce effects of reflexivity

Quantitative Results: Questionnaires

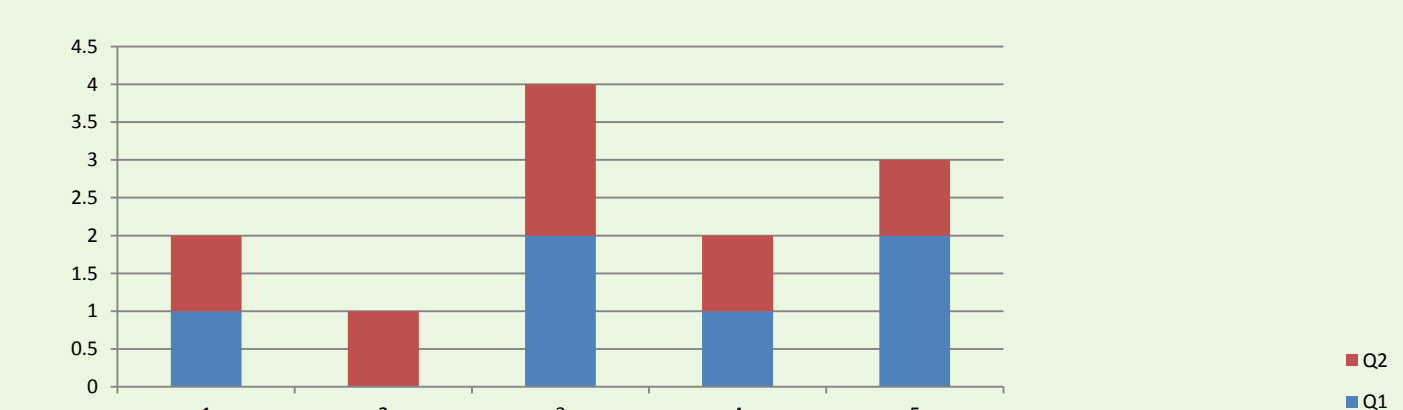
Increased collaboration between teachers :



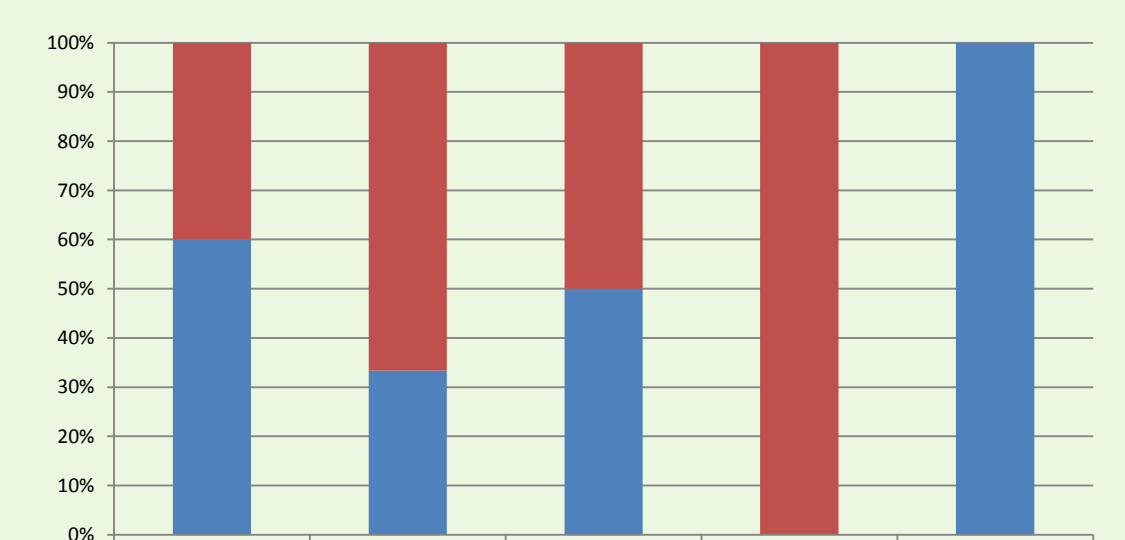
Increased effectiveness of collaboration:



Little change in perception of line managers



Little change (decrease?) in collaboration with line managers



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