



Joint practice development (JPD)

Case study 2: Kesgrave-Farlingaye Teaching School Alliance

Resource

Context

The teaching school alliance

This is a semi-rural alliance in the county of Suffolk of schools based in and around the city of Ipswich, with one school in Haverhill. The teaching school alliance consists of seven secondary schools (with possible expansion to primaries in the future):

- Lead schools: Kesgrave High School, Farlingaye High School
- Partner schools: Claydon High School, Copleston High School, Northgate High School, St Alban's Catholic High School, Samuel Ward Academy (Haverhill)

The lead school is a joint partnership; the two schools have had a positive relationship for several years prior to the alliance being formed

Background school data

Both Kesgrave and Farlingaye are high performing schools and were rated in their most recent inspections as outstanding. Their most recent data is as follows:

Kesgrave High School (academy status 2011):

- 800 pupils aged 11–18
- Free school meals (FSM) three per cent, English as an additional language (EAL) two per cent, special educational needs (SEN) pupils seven per cent
- GCSE results 2011:
 - 5+ GCSE A*–C: 82 per cent
 - English and maths GCSE A*–C: 70 per cent

Farlingaye High School (academy status 2011):

- 1900 pupils aged 11–18
- FSM eight per cent, EAL one per cent, SEN pupils six per cent
- GCSE results 2011:
 - 5+ GCSE A*–C: 77 per cent
 - English and maths GCSE A*–C: 63 per cent

Summary of existing professional development/research and development (R&D) activities

Previous cross-school activity was a feature of both schools prior to the JPD project. Between them they had significant collaboration with 14 schools, and less significant collaboration with several more. As a leading edge school (LES), Farlingaye had worked with/supported 10 other schools to deliver effective continuing professional development (CPD).

As a former training school, Kesgrave supported schools across Suffolk and beyond by delivering conferences, training events and workshops for teaching staff and support staff. Kesgrave has hosted three national Teaching and Learning Conferences for secondary and primary school colleagues. Working closely with Suffolk local authority, Kesgrave hosts and supports a range of leadership CPD opportunities including the popular Aspiring Deputies Conferences.

Both schools run quality CPD sessions for both their own staff and those in other schools (including other counties). Kesgrave founded the Suffolk Coastal Cluster on the National College's Middle Leadership Development Programme (MLDP) programme, recruiting 19 candidates from 12 local schools in their first cohort.

There was well-established Joint Practice Development (JPD) activity within-school for some of the schools. Kesgrave had a strong programme of funded teacher-led improvement projects, with teachers working in small teams (both departmental and cross-subject), usually for one year, on projects sometimes modelled on a lesson study approach. Around half of staff at the school had experience of being involved in at least one of these projects. The school organises an annual Teaching and Learning Conference each June – involving external speakers and presentations from Kesgrave teachers on recent R&D work – with attendees from schools throughout the region.

Farlingaye had an active and diverse programme of professional development activity, with teachers being encouraged to undertake formal postgraduate work, personal improvement projects, National College leadership qualifications, etc. The sharing of experiences and good practice was encouraged through a comprehensive in-house CPD programme, made up of weekly short seminars.

What the schools did

The lead schools directed the JPD work via the deputy heads and assistant headteachers responsible for research and development in each school. Each of the other schools committed either a deputy head or an assistant head as JPD co-ordinator. Headteachers were also supportive, though they have not participated directly.

Geographical distances are significant for some of the schools and this impacted on practicalities for the joint working of teachers.

The lead schools proposed a single project for all schools: teacher triads (teams of three) were to follow a lesson study method with an overall goal of 'from outstanding lessons to outstanding practice' (see figure 1). The lesson study methods and procedures were adapted from guides published by the National College¹.

¹ National College for School Leadership, 2005: Network leadership in action: Getting started with Networked Research Lesson Study (Booklet 1), Network leadership in action: Networked Research Lesson Study in practice (Booklet 2), Network leadership in action: Networked Research Lesson Study tools and templates (Booklet 3). <http://networkedlearning.ncsl.org.uk/collections/network-leadership-in-action/nlg-networked-research-lesson-study-tools-and-templates.pdf>

Aims

The focus for improvement was based on a collective concern for the successful dissemination and exploration of the new Ofsted inspection standards² for outstanding teaching, and the expectation that this should be evident (during inspection) for all teachers in all lessons, and observable in the learning outcomes of students. Hence the title of the project emphasises working towards making outstanding a matter of overall practice and not individual lessons: ‘from outstanding lessons to outstanding practice’.

The intention was to work for one term with triads within schools, and then develop cross-school collaboration, sometimes with triads working between schools. Schools were asked to invite volunteer participant teachers. Kesgrave’s Teaching and Learning Conference in June was re-envisioned as a vehicle for sharing outstanding practice across the teaching school alliance, where teachers might present the outcomes of their lesson study work.

Project description

After plans were finalised in December 2011, an alliance launch meeting (after school) for the project took place on 1 February 2012. Approximately 35 teachers from seven schools attended this meeting.

The meeting explored the vision of what outstanding teaching and learning looked like to staff at seven schools, and compared those with Ofsted’s new assessment criteria – inviting staff to decide which areas of this research they wanted to focus on in their triads in school. It was an invigorating meeting, and arguably ground breaking in allowing staff from six schools to share and explore their collected research on outstanding teaching and to work on aligning it with the newly published criteria.

Triad groups were established after this meeting. In fact, some schools (four out of seven) decided that teacher pairs would be more feasible than triads and proceeded on that basis. Most pairs/triads managed to conduct shared planning of one lesson, and observation of that lesson. At the second meeting on 21 March, the triads and pairs met to reflect on and share their work in a World Café format. Their key discoveries were that:

- exploring what outstanding teaching and learning looks like across schools was valuable
- the cross-curricular working involved challenged subject teachers to view their work in a new light
- the project had encouraged/supported risk-taking
- the project encouraged reflection on action in the classroom
- the focus on individual students had been of benefit to all staff and pupils involved

There was a strong feeling that time to meet and plan was essential for the project’s success but it was sometimes difficult to achieve. One of the other key outcomes was the need for a shared language between schools to develop understanding of key terms like ‘challenge’, ‘progress’ and ‘engagement’ – where the understanding of these terms differed both within schools and significantly between pupils and teachers.

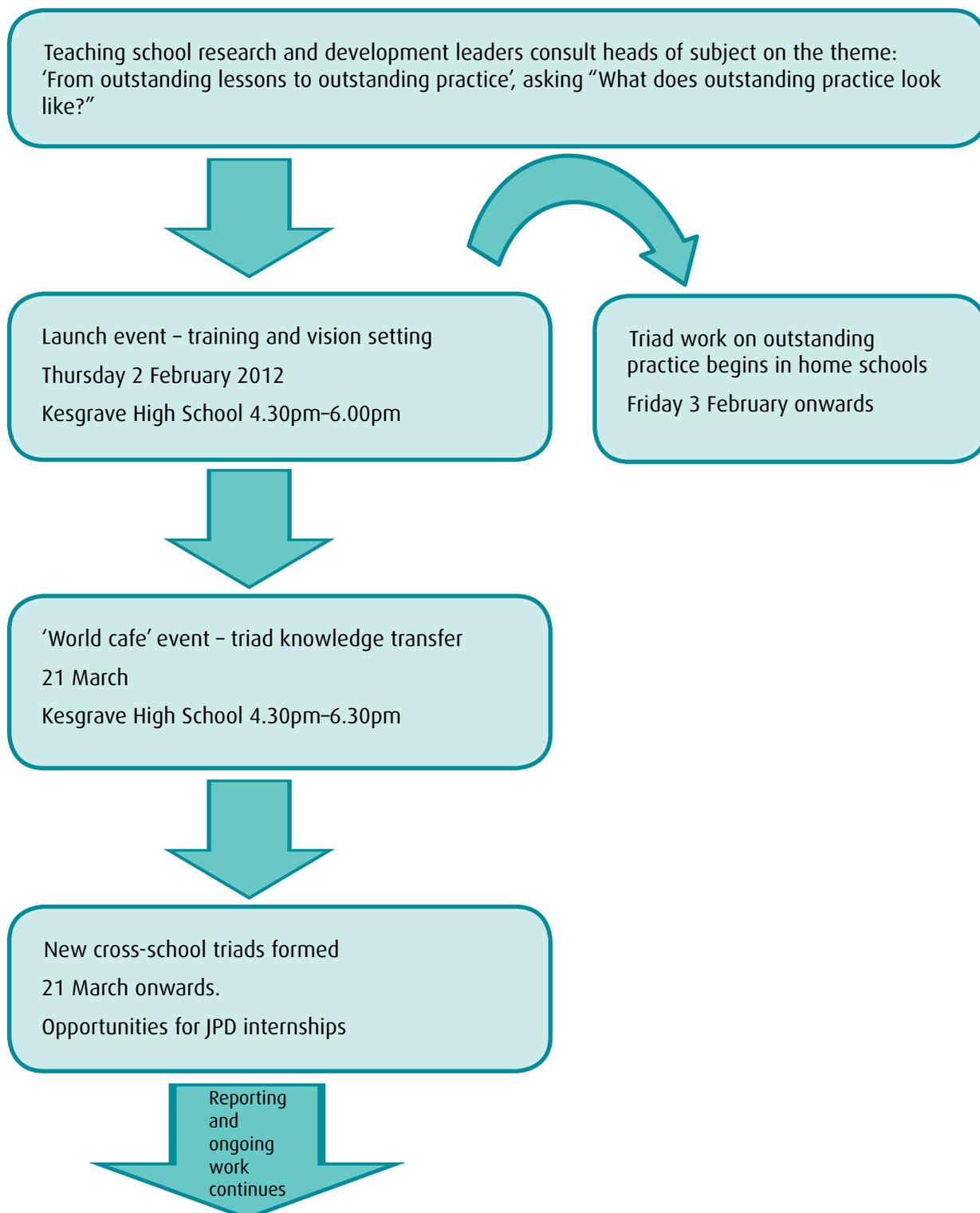
It was agreed at the end of this meeting that it was arguably too early for schools to work together in each other’s workplaces in the summer term, which is the most crowded term for calendared events in the school year. Those involved in the project were keen that the dialogues that had been started were allowed to continue but felt that this would have a greater chance of succeeding in the following autumn term.

² Ofsted, March 2012. The evaluation schedule for the inspection of maintained schools and academies from January 2012: www.ofsted.gov.uk/resources/090098.

Reflecting on this, the research and development leaders looked again at the project as a whole and decided that it was possibly too niche in design. To get staff at all schools working together, they needed to offer a wider menu of opportunities for cross-school dialogues, involving staff at all levels of teaching and learning experience. They came up with the 'would like to meet' scheme to address the variety of needs for JPD within schools. One school decided not to do lesson study, but to focus on discussing and surveying students' attitudes towards motivation and 'challenge' in lessons. This yielded results that were unexpected for the teachers. Teachers took steps to observe motivation during lessons, discussing this with students and undertaking a school-wide survey of students.

Figure 1: From outstanding lessons to outstanding practice

Research and development project overview:



Outcomes

An example of a completed lesson analysis is given below.

The two key points for participants can be characterised as teachers finding out about themselves through a collaborative process, and about their students' perceptions of lessons (there was a perception gap which surprised some teachers about challenge and motivation in learning). The specific focus of the lesson study was rated as less important by the teachers:

“The working together this year has been a more significant outcome than pure research outcomes.”

“[The benefits were] the collaborative working and reflection, across schools. The content of what the triad was looking at was not important – it was the process, the time spent with colleagues and with other schools.”

“It was the relationship building. I sent an email today asking for lesson observation forms and got immediate feedback from six schools. I would not have believed that a year ago.”

“The JPD meetings were very helpful; very unusual for 30 teachers from seven schools to meet in the same place.”

While only a minority of teachers have participated in most of the schools (between two and nine pairs/triads), it is felt that the project has made a big impact in getting JPD known among all teachers across the schools.

Using the lesson study model has been seen as a positive development because it involves student perceptions of the lesson, observing the whole lesson and the whole planning process. This holistic process was compared to Ofsted-style observations, which tend towards looking for 'progress' in only fragments of lessons.

The alliance schools' Teaching and Learning Conference was an outstanding example of the successful nature of this year's collaboration. It became a Teaching School Alliance Conference and featured work from staff within all seven schools. Its focus was drawn from the project and that illuminated the workshops offered.

Example of a completed lesson analysis record

Chosen theme for observation: Progress in lessons

Short description of lesson observed (include subject and types of learning activities): Year 7 boys' PE second lesson on tchoukball*.

- Warm up tag game with review of rules
- Shooting drill 1 (working in pairs)
- Shooting drill 2 (individual competition)
- Game play
- Plenary – led by LL

Learning objectives (LO):

- Describe skill of shooting
- Able to perform shooting skills
- Able to use shooting skills in game situation

Use these discussion prompts to analyse the learning of the pupils. Start with your observations of what they did and didn't do. Then move on to think of others in the group, and what the teacher was doing and how this may have affected the learning.

*A ball game that develops teamwork

	Case pupil 1 F (most able)	Case pupil 2 C (middle ability)	Case pupil 3 D (less able)
<p>What progress did each pupil make, with reference to observed behaviours?</p> <p>What about others in the group of learners they typify?</p>	<p>Able to meet all LOs.</p> <p>Most able achieved all three LOs.</p>	<p>Met first two learning objectives and third was inconsistent (due to tears and tantrums!)</p> <p>Middle ability, did well in shooting drills.</p>	<p>First met very well; a reflective, articulate student.</p> <p>Second LO met.</p> <p>Third LO not met – off the main play in the game.</p> <p>Made progress in shooting drills but at slower rate than more able. Lacked confidence in drills and game play.</p>
Arrival activity	Engaged and wrote on board.	Looking around/ distracted.	Attentive but did not speak.
Warm up game	Took a leading role. Vocal and moving to be part of the game. Challenged another student when they threw ball to him and he missed!	Commenting. Central to game being tagged/dropped.	Half-hearted physically. Some comment in group. Mostly an observer in practical, was on the periphery of the game. Put hand up to answer questions later.
Shooting drill 1	<p>Rated self at 10/10 and was in top group, hand up to answer question. Started at three points.</p> <p>Wrote on board in group, added terms and clarified other students' comments.</p>	<p>5/10 rating of self.</p> <p>Contributing to group talk.</p> <p>Asking questions of teacher.</p> <p>Talking off task.</p> <p>Did scribe and answer in group task but not really able to describe.</p>	<p>Rated self 3/10.</p> <p>Was silent in drill.</p> <p>Walked and threw, did not often catch ball. Watched others and could articulate shooting skills, ie more power.</p>
Shooting drill 2	<p>Dissenting!</p> <p>Attempted basketball shot. Volunteered answer and determined to be best – put self at top of group for 10/10.</p> <p>As coach he did not speak to team, took the ball. But responded well to teacher intervention</p>	<p>Was passed by other students who felt they had made more progress. Off task, practising football skills and moaning at group.</p> <p>Able to give detailed example of learning later.</p>	<p>Knew rules and score but not very high scoring!</p> <p>Checked with questions.</p> <p>Passed by others in second ranking.</p> <p>Sense of resignation when he was beaten by another throw.</p> <p>Quiet.</p>

	Case pupil 1 F (most able)	Case pupil 2 C (middle ability)	Case pupil 3 D (less able)
Game	Volunteered to be a captain. Gamesmanship was less than desirable! Pushed others, waiting to shoot, throwing hard!	Volunteered to be a captain. Kicked ball, pushing and arguing. Shot in game but not successful.	Volunteered to be a captain. Off the play and observing. Had board as scorer.
Plenary	Engaged and vocal.	Held up and talked in group.	Could articulate learning.
What worked for each pupil (with reference to recorded observed behaviours) and what worked less well?	Good. Competitive element of shooting practice – wanted to do well and was prepared to take risks (shooting from third set of cones and using three steps etc).	Good. Competitive element of shooting practice but skills development was hampered by lack of self-control.	Good. Developed understanding and could best articulate rather than demonstrate.
What surprises were there?	Surprise. When he placed himself top of shooting, he was coach of the lowest ability group and did not really engage with these students.	Surprise. Lack of self-control with argumentative edge – knew he was being observed!	Surprise. Confidence in volunteering to captain – sense of enjoyment even though there was acknowledgement of lack of skill in two ranking continuums.
What have we learned that: – Worked? – Didn't work? – What else is there to think about?	Short tasks with opportunity to extend selves. Ability groups. Mini plenaries to reflect upon skills.	Short tasks when there was a requirement to work together.	Opportunity to discuss the skills in groups. Skills development.
	Coaching of different groups. Putting the skills into practice as whole group (plenary reflected this too).	Less good when competitive element was introduced.	Whole-group game play.
So, what should we try next time?	Use incentive to make progress with a group – give out form points for the others making progress. Plenary to have some students showing graph at front with others contributing.		

Challenges: solved and unsolved

- Time available for JPD work not evenly allocated across the terms. This year it was difficult to start JPD as it was not possible to begin in the first term, when teachers would have had the most time (and Easter–June there is less flexibility).
- The time required to develop JPD work was underestimated. Some of the schools already had very active within-school professional development and expected that the JPD work could evolve more quickly.
- Teachers' time and finding cover. For triads, it was not possible for three teachers to meet without at least one lesson's cover. This went beyond the costs involved to major concerns about teachers meeting their commitments to their students (which was not solved by cover from another teacher). This was felt to be even more difficult to arrange for cross-school collaboration, which is more time-consuming.
- Also related to time were the challenges faced by the school over 50 miles from Ipswich, which did not get involved in the alliance as much as the others and tended to relate to other, more local schools.
- The need to use research evidence was acknowledged by the alliance but has not been tackled this year. It is a priority for attention next year.
- Is JPD in the form of lesson observation more appropriate to developing teachers from good to outstanding, but not as helpful for satisfactory teachers? One school reported as follows:

“this approach to professional development requires confidence on the part of the participants, but it also enhances it... It is a peer coaching relationship and requires participants to be willing to both challenge and be challenged. There was no evidence of mentoring in the work that was done... it is something that should be used to help highly competent people to further enhance their skills and knowledge. It is for supporting people in moving from good to outstanding or to embed outstanding practice. It would not be suitable as a process for helping someone to become satisfactory.”

- The alliance considered whether teachers starting at different levels of performance may need different means of participation.

Next steps

The lesson study project within schools (and planned, reflected upon and discussed across schools), has been judged a success and will continue. Several schools reported changes to professional development arrangements for teaching staff. Kesgrave will make JPD participation compulsory (with allocated time) for all teaching staff in 2012–13. Likewise, at Farlingaye, all teachers will be observing others' lessons as part of their professional development. St Alban's is changing from formal working groups for improving teaching and learning, to integrating a teaching and learning focus into teaching practice. The JPD leaders identified the following directions for immediate development:

- Developing the annual conference as an event for the alliance, which took place for the first time this summer term.
- Lesson study projects: they will experiment with cross-school triads. Dialogues around planning without any observation are more attractive to some teachers who don't wish to be observed, and that can be a step to a next level of participation. There needs to be a variety of activities to get people involved. The alliance will look at purchasing the IRIS³ technology system to enhance lesson observation and sharing. (This may change teacher attitudes to being observed – see case study of Denbigh-Challney alliance – and will enable sharing across wider geographical distance.)
- 'Would like to meet' initiative: developing cross-school expertise sharing – finding out by shadowing another's practice.

³ www.irisconnect.co.uk/

Other suggestions for future developments included:

- Primary-secondary collaborations to be explored as primary schools join the alliance.
- Organisational changes: the task of co-ordinating cross-school R&D for the alliance is being led by two teachers next year. To share the load of this highly valued work, two additional teachers from the alliance will also co-ordinate network meetings where findings, ideas and good practice can be discussed and debated regularly. This will further facilitate opportunities for JPD and the sharing of good practice that emerges from new and existing research across and within schools. It will also create a forum for discussions on pedagogy.
- Engagement with research evidence to inform practice is identified as an area for alliance development. One teacher compared experience of research in Master's study and the classroom-based involvement of JPD. There is a feeling that Master's work is sealed off from practice. An interesting possible line of development is that several teachers in the alliance are keen users of Twitter for learning about research. They also noted the power of blogging as a way of reflecting on practice. Blogs/Twitter combined therefore create a different mode of engagement.
- The importance of **people** as resources for research – knowing 'who to talk to' emerged as a key challenge. A shift from seeing research as static information to research as knowledge carried by people. This personal engagement is expanded by the alliance and is further enhanced and inter-connected through social media technology.
- Overall, teachers saw that the need is for different routes of access and production of JPD experiences. Contact, links and trust need to be built up by a combination of different means – and face-to-face meetings matter, particularly for the initial building of trust.

Appendix: Examples of school project reports

Edited extracts of three very different project reports, written by those participating in the JPD project, are presented to give an authentic account and flavour of the work.

School 1

[We are a] small, mixed 11–16 comprehensive school with a rural catchment. 2011 saw a dip in our results, going against the three-year trend. What emerged from subsequent analysis was that – while teachers worked hard, had good subject knowledge and the teaching across the school was graded as good or outstanding under the previous Ofsted framework – this had not translated into learner outcomes. Our focus for this project was to focus upon the progress made by learners within the lessons that would also have an impact upon the long-term student outcomes and achievement. We wanted to be able to identify and measure the learners' progress and, most importantly, check that the learners themselves knew what progress they were making.

We began by working as a triad in school, basing our work upon the National College's Networked Research Study. This included joint planning of the lesson, observation of full 100-minute lessons by two colleagues (with a focus upon three case study students), joint evaluation of the lesson and student interviews. As part of the teaching school alliance, we discussed some lesson observation triads that had previously been undertaken by staff at [two other schools], where they had involved one of the two lesson observers in taking the plenary for the lesson; this was also planned jointly.

It was evident in the lesson observations that there was a clear focus upon students making progress and hence an impact on learner outcomes. The teachers involved represented art, English and PE and so there was an interesting cross-curricular learning point for the teachers but also for the students. As a PE teacher took the plenary in the English lesson, it highlighted the transferability of learning skills. For the teachers involved, it heightened our awareness of the length of the lessons and the need to sustain learning throughout that period of time, through both scaffolding and consolidation. We also became aware of the need to not only make effective use of self and peer evaluation to measure and evaluate progress but also to ensure that students were fully aware of the role they and their peers played in their own learning.

The individuals involved have tweaked and refined their own teaching practice as a result of the lesson observations and a CPD training session on outstanding practice will be delivered to colleagues at the school to share our learning. Working as part of the JPD project has been beneficial with other schools sharing what they had learned, albeit in different contexts, as well as what hadn't worked. This allowed us to make choices and decisions as we began our school process. Furthermore, in our research development meetings, colleagues at other schools brought a fresh pair of eyes to some of the feedback we shared and asked questions about what we were doing that allowed us to evaluate our learning more objectively. As stated above, colleagues' previous experience of observing lessons within triads steered us in the direction we were to follow for our research. Subsequent planning for further research development across the alliance brought requests from 20 staff at [the school] to be involved – just over half our teaching contingent – indicating that the initial feedback from those involved in the pilot triad has interested others around the school to make these links and strive to move their practice towards being outstanding.

The barriers for the JPD were essentially the practical and logistical arrangements; time to plan space on the timetable without excessive cover being incurred, with entailed costs. Furthermore, while geographical distance might be a barrier in some respects, geographical closeness could also be a barrier of sorts. In the alliance, you have colleagues who might know one another well but come from competing schools. Often there is movement of staff across the schools as well as some of the

participants having children at the other participating schools. So, while schools come from different contexts and had to do what was useful for them and shared on a pragmatic and strategic level, perhaps there might also be some awkwardness in feedback? Perhaps a protocol for working in JPD across the alliance might be a strategy we might want to consider in the future. Finally, the nature of setting up a project such as this involves senior leaders at different schools. However, perhaps the proportion of senior leaders involved in the project might have skewed it a little, if compared to a study that had a greater proportion of teachers on main point scale (MPS).

Our main learning has been to consider the way in which self and peer-evaluation strategies should be presented to students to secure progress; the use of the student voice in evaluating lessons was crucial to our success. It also highlighted the need for differentiation, not only in content but also in the task being set and the required skills for successfully completing it. Finally, it made us reflect upon the nature of lesson observation itself. The current focus on progress under the Ofsted schedule has led to a drive for rapid progress; observable and measurable in 20 minutes. While this is significant, we also felt that the sustained nature of the progress, consolidated throughout a 100-minute lesson as well as across a series of lessons, became more prominent for those of us involved. It moves from the 'soundbite' culture to the substance of the learning. It also reminds us that non-hierarchical lesson observation without grades has an important place in the professional development of colleagues.

In school, we will continue to work in triads for lesson observations, working with colleagues in a JPD context in this and through other avenues.

School 2

Participants: three teachers – maths, food tech, science.

What did we focus on? Pupil engagement in lessons.

Why did we focus on it? Emerged as a whole-school focus which all were interested to pursue from the document we discussed at the first meeting.

What exactly did we do? A joint planning meeting discussed a poor physics lesson that was subsequently re-planned as an independent, pupil-led activity where students chose their task, based on their own perceived learning styles. This was delivered by one colleague and observed by two colleagues focusing on the engagement of three identified pupils. Pupil feedback was sought from the three identified pupils and the lesson discussed by the staff triad.

What did we find out? That our views of engagement aren't necessarily the same as those of the pupils.

What did we find were valuable strategies (and what didn't work)? Independence doesn't automatically mean engagement. Pupil choice of task can be very powerful, but we need to embed this from an early point, as many pupils chose tasks that did not suit them. Reflection on the style of learning was effective. This style of lesson would benefit from regular use and some training in the skills needed.

What have we learnt about JPD? That JPD can be very powerful. All thought this was a positive, valuable experience. Joint planning was particularly effective. Logistics were difficult and follow-up was not easy, due to the time of year. We noted the importance of keeping the focus simple and tight.

School 3

1. Participants worked in cross-curricular pairs:

- science and physical education – lesson with Year 11 chemistry group
- English and history – lesson with Year 9 history group
- art and physical education – lesson with Key Stage 3 art group
- art and geography – lesson with Year 9 geography group
- design and technology, and science – lesson with Year 11 biology group
- business and economics, and food and textiles – lesson with Year 8 food technology group
- information technology and geography – lesson with Year 9 geography group

2. What did we focus on?

To use the principles of joint practice development (JPD) and research lesson study to improve practice and explore the key ingredients of outstanding teaching (ie jointly plan, deliver and evaluate a lesson).

3. Why did we focus upon it?

This focus was chosen in order to deepen our understanding of what constitutes outstanding teaching and learning, and to explore the processes by which this is achieved. The outcomes will inform staff development work as we endeavour to secure consistently outstanding lessons across the school.

4. What exactly did we do?

Each participant was paired up with a colleague from a different discipline so that their different working contexts would inform the joint planning and teaching of a one-off lesson. See above for details of the pairings and the classes taught.

5. What did we find out?

- Lessons that facilitate outstanding learning require thoughtful, high-quality planning but they do not have to be complex or time consuming to prepare. This is because the emphasis needs to be upon pupil responsibility and activity within a collaborative framework and not upon teacher input or direction.
- Teachers need to be responsive to pupil needs within lessons and to alter planned tasks as necessary in order to maximise learning opportunities. Team teaching enabled this to take place as it allowed each colleague involved some thinking time to reflect upon how learning was progressing.
- Professional dialogue over lesson planning enhances the quality of preparation and delivery. The sharing of ideas and perspectives requires openness and confidence on the part of those concerned, but the rewards can be considerable in terms of raising teaching quality.
- Pupil progress within lessons can be difficult to quantify and how this is to be done requires careful thought. Clear strategies need to be in place to set baselines and to measure against them as a lesson progresses.

6. What valuable strategies did we find to enhance learning in our focus area (and what did not work)?

- The use of peer coaching within the teaching pairs significantly enhanced the quality of planning.
- Combining teaching partners from different disciplines meant that colleagues were able to share transferable techniques for use back in their own classrooms.

-
- Team teaching provided time for colleagues to reflect upon the lessons as they were taking place and encouraged risk taking in the approaches used to facilitate learning.
 - Working closely with a colleague in a non-threatening context can enhance professional competence and stimulate valuable reflection about one's own practice.
 - Securing quality time for an in-depth dialogue about planning is a challenge. Given the clear relationship between professional dialogue and planning, and outstanding teaching and learning, this is clearly an area requiring further attention.

7. What have we learned about JPD and working together?

- This approach to professional development requires confidence on the part of the participants, but it also enhances it.
- To be successful, the participants have to be committed to the process so as not to let each other down. It is a peer coaching relationship and requires participants to be willing to both challenge and be challenged.
- There was no evidence of mentoring in the work that was done (as in unequal status of partners).
- JPD can be a powerful tool for developing professional practice, but the points above indicate that it is something that should be used to help highly competent people to further enhance their skills and knowledge. It is for supporting people in moving from good to outstanding or to embed outstanding practice. It would not be suitable as a process for helping someone to become satisfactory.

The National College exists to develop and support great leaders of schools and children's centres – whatever their context or phase.

- Enabling leaders to work together to lead improvement
- Helping to identify and develop the next generation of leaders
- Improving the quality of leadership so that every child has the best opportunity to succeed

Membership of the National College gives access to unrivalled development and networking opportunities, professional support and leadership resources.

©2012 National College for School Leadership – All rights reserved. No part of this document may be reproduced without prior permission from the National College. To reuse this material, please contact the Membership Team at the National College or email college.publications@nationalcollege.gsi.gov.uk.

Triumph Road
Nottingham NG8 1DH
T 0845 609 0009
F 0115 872 2001
E college.enquiries@nationalcollege.gsi.gov.uk
www.education.gov.uk/nationalcollege

**An executive agency of the
Department for Education**

We care about the environment

We are always looking for ways to minimise our environmental impact. We only print where necessary, which is why you will find most of our materials online. When we do print we use environmentally friendly paper.