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Forum for Adult Learning



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Scotland's Learning Partnership



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Joint Practice Development

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Learning and Work Institute**

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Aim

To explore the key principles of JPD and its relevance to maximising the impact of adult learning

Other approaches

- **Continuous Professional Development (CPD)**
- **Communities of Practice**
- **Professional Exchanges**
(Education and Training Foundation)

JPD

- **Had its origin in school settings (Hargreaves 2003)**
- **Advocated by National College of School Leadership**
- **Promoted in selected learning and skills settings (ETF, Gregson)**

JPD

- Different emphasis to *sharing good practice*
- Grounded in finding solutions to what isn't working
- Innovative for partners
- Peer based and relies on contributions

Untested potential of JPD

What needs to be done?

In looking at the challenges and how learning helps, we identified twelve things that should be done to maximise the impact of adult learning in the UK .

Health	Work	Communities
<p>1 Social Prescribing, supporting learning linked to health, work and communities should be strategically extended across the UK.</p>	<p>2 Investment in adult learning should be increased, by</p> <ul style="list-style-type: none"> a) the state: giving greater flexibility; b) employers: embedding learning in their organisations and c) individuals: access to personal learning accounts & learner loans. 	<p>3 Offer lifelong and life-wide opportunities, to break inter-generational cycles of difficulties and redress disadvantage and inequity for everyone, including those who have come to live and work in the UK.</p>
<p>4 An integrated approach to health and associated services, including adult learning, at local levels, integrating multi-disciplinary teams to avoid unnecessary duplication, should be adopted.</p>	<p>5 A Careers Advancement Service should be established, which helps people to progress in work, building on lessons learned from initiatives from across the UK.</p>	<p>6 Government departments must embrace the demonstrable value of adult learning & education, in addressing key strategies and policies, acknowledging that it is the responsibility of more than the education and skills departments.</p>
<p>7 Person-centred curricula, using an asset-based approach, to enhance capabilities and existing knowledge, should be adopted.</p>	<p>8 Inclusive learning pathways, offering diverse access points and routes to development, to help address skills shortages and fill empty posts, should be created and promoted. Routes should embrace basic skills to HE and include STEM fields.</p>	<p>9 A universal entitlement to essential/basic skills, adopting an asset-based approach and using a range of capabilities must be established to help everyone learn, develop and contribute.</p>
Infrastructure recommendations		
<p>10 Dual professionalism must be developed and supported enabling training for professionals in health, community and employment in relation to adult learning. Professionals in adult learning must have an opportunity to work with colleagues in health, community and employment services using partnerships, peer and mentoring approaches.</p>	<p>11 Adult learning providers of all kinds should be supported to assess outcomes and impact in a systematic and comparable way. This should build upon the good practice that already exists in UK and European adult learning'</p>	<p>12 Promote sustainable development education for adults, by supporting the development of new curricula and staff development. Devolved administrations should adopt and work within UK guidelines.</p>

JPD in the impact of adult learning context

- **Framed by clear priorities that make sense in localities and to individuals**
- **Centred on trust, shared understanding and collective responsibility.**
- **Builds on existing networks and relationships**
- **Makes contributions of partners explicit**
- **Acknowledges competing priorities and ambiguities**
- **Incorporates distributed leadership approaches**
- **Links support and challenge to impacts and sustainability**

Could JPD make a difference?

- **Collaboration for a purpose**
- **Identify ‘wicked problems’ (Head and Alford, 2013). What isn’t working? Evidence informed.**
- **Partnership approach: respective roles and contributions. What will each bring and take away?**
- **Leadership roles – sense making**
- **Involvement of adult learners themselves**

But....

- **Impact of ‘badging’ and implied influence and status**
- **Right people need to be involved**
- **JPD can’t be forced**
- **Equally, joint practice not appropriate in every context**
- **Support and challenge can compromise sustainability**

E.g. 10: Dual Professionalism

Is 'triple professionalism' (Hodgson and Spours 2013) more helpful?

Infrastructure recommendations

- 10** Dual professionalism must be developed and supported enabling training for professionals in health, community and employment in relation to adult learning. Professionals in adult learning must have an opportunity to work with colleagues in health, community and employment services using partnerships, peer and mentoring approaches.

E.g. 10: Dual Professionalism

The third dimension brings collaborative leadership into play and includes:

- Having an ethical concern for all young people and adults in the locality**
- Understanding the role of the college within the community and the local area**
- The capacity to research the community and local and regional needs in order to identify needs and bring about positive change**
- The ability to undertake multi-agency working and to collaborate with other professionals**
- Understanding of policy and how it translates in practice in the TVET system**
- Highly developed communication and people skills**

Questions and Discussion

- **The JPD approach is commonly used to enhance practice within and between organisations of similar types. Is it a step too far to consider extending to the multiagency context within the impact report?**

contact

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Further reading

Gregson, M et al (2016) Helping good ideas to become good practice: Enhancing your professional practice through Joint Practice Development (JPD). InTuition Research Issue 1 Spring 2016. Society for Education and Training

Hodgson, A, Spours, K, (2013) Why IfL should promote 'triple professionalism' InTuition Issue 13 Summer 2013

Head, B W, Alford, J (2013) Wicked Problems: Implications for Public Policy and Management Administration & Society Vol 47, Issue 6, pp. 711 - 739

Hargreaves, D H, (2003), Education Epidemic: Transforming secondary schools through innovation networks, London, Demos

Hargreaves, D H (2012) A self-improving school system: towards maturity. NCSL

Sebba J et al (2014) Joint practice development (JPD) What does the evidence suggest are effective approaches? NCSL