

## WORKING TOGETHER TO PROMOTE PARTICIPATION, ATTAINMENT AND PROGRESSION OF ALL 14-19 YEAR OLDS

### Post-14 Research and Innovation

Institute of Education

University of London, 20 Bedford Way, London WC1H 0AL

### Changing times

This is a challenging time for everyone in education, not least for Local Authorities. We are entering an era of greater institutional freedom, more choices and greater complexity. There will not be a 14-19 phase in the same way as under the previous Government. There will be changes to qualifications - probably less modular GCSEs and A Levels, a much smaller role for the Diplomas, no statutory 14-19 entitlement and important changes to performance tables. Allied to this, there will also be the Wolf Review of Vocational Education, which is looking at the role of vocational qualifications in the 14-19 phase. There will be less money to go round, so how best to organize provision efficiently and effectively will become more important than ever.

### New challenges and new questions

Some of the certainties of the previous five years will disappear, producing new questions and challenges:

- How do curriculum planners in individual institutions, consortia or at Local Authority level make decisions about the 14-19 curriculum and qualifications offer?
- How do the Local Authority and consortia promote collaboration without the drive from central government?
- How can progression routes be constructed when qualifications and performance measurements will change and when progression outcomes may become a more important measure?
- How do Local Authorities and Consortia work to meet the needs of 100 per cent of learners in an area and to maintain a notion of entitlement?
- How can cost-effectiveness be ensured in an era of financial constraint with less planning and co-ordination?
- What is the role of the Local Authority in an era of choice and voluntarism?

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**The offer – a working partnership with the Institute of Education, University of London**

### **The Centre for Post-14 Research and Innovation**

The Centre for Post-14 Research and Innovation at the Institute of Education (IoE), University of London, has been established to support the creation of an inclusive and high-performing post-14 education and training system. It has an outstanding track record of research, consultancy and continuing professional development projects with national and regional government agencies, Local Authorities, teacher unions and professional associations, awarding bodies, colleges, schools, universities and work-based learning providers. It maintains close contact with practitioners through its *London Region Post-14 Network*.

Recent work has included research on 14-19 progression, developing a sixth form baccalaureate, supporting leadership skills in the 14-19 phase and reviewing the 13-19 phase in the independent sector. The Centre has also completed several research and development projects with Local Authorities. Details of its activities can be found at <http://www.ioe.ac.uk/cpe/post14>.

Directors of the Centre are Paul Grainger, Prof. Ann Hodgson, Dr Tina Isaacs and Prof. Ken Spours. Visiting Centre Associates and Fellows include Geoff Stanton, Mick Fletcher, Tony Tait, Martyn Waring and Dave Baker.

### **Aims**

The Centre is offering a number of models of partnership with Local Authorities in this new and challenging era. These aim to assist with curriculum planning and collaborative activity in the 14-19 phase; to help those involved at the local level take a more reflective and evaluative approach to strategy and practice; and to develop the leadership capacities of key professionals.

### **Who will benefit?**

Presently the Centre offers successful programmes of professional development via short courses, conferences and consultancy. The new offer, outlined below, will benefit curriculum deputies and heads of sixth in schools, curriculum directors and programme leaders in colleges; those working in independent learning providers and voluntary organisations and officials and advisors in Local Authorities responsible for aspects of the 14-19 phase. Models of partnership can be adapted to local strategic requirements.

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## Three models

The Centre at the IoE is offering three related models derived from successful previous programmes that have been run in collaboration with Local Authorities, consortia, professional associations and third sector organizations. These approaches to research, strategic planning, evaluation and professional development can lead to accreditation possibilities in Diplomas and Masters courses at the IoE.

### *Model 1. Developing, leading and evaluating the 14-19 curriculum*

The first model includes two one-day conferences. For example, one could be held at the beginning of the academic year to provide a policy overview and the second at the end of the academic year to disseminate strategies and good practice developed by the participating individuals and institutions over the period of the programme. In addition, each participating institutions could receive a one-day visit from members of the IoE team to work on plans to develop, lead and evaluate the 14-19 curriculum. These visits might include discussions with members of the SMT, key programme leaders and students. The institution would then receive oral feedback and a short report at the end of each visit.

*Cost - £4000 for the conferences, plus £750 for each institutional visit (excluding travel and subsistence).*

### *Model 2. Developing, leading and evaluating the 14-19 curriculum*

Model 2 is framed around four one-day workshops:

- **Workshop 1** - to be held at the beginning of the academic year to provide a policy overview and an introduction to small-scale research. At this, participants would be supported by experienced IoE researchers to develop a research and development proposal related to leading and developing the 14-19 curriculum. Following this session, participants would return to their institutions or workplace to negotiate access and permission to undertake this research and development project.
- **Workshops 2 and 3** - to be held in the second and third terms to support participants in collecting and analyzing data and discussing the implications of their research while it is being conducted.
- **Workshop 4** - to be held at the end of the academic year to disseminate findings and to exchange effective strategies and good practice emerging from the research. The IoE would also support participants in the publication of their findings.

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*Cost of the four workshops totals £8000. Arrangements for any joint publication would be negotiated separately. Outstanding work could also be considered for accreditation towards a master's programme.*

### ***Model 3. Developing, leading and evaluating the 14-19 curriculum***

The third model could take place over two academic years by running Model 1 in the first year, followed by Model 2 in the second year. This option would allow participants to receive support in the first year, thereby giving them a stronger basis for research and development in the second year.

**If you are interested in discussing this programme and its costings, please contact any of the following:**

**Prof. Ken Spours ([k.spours@ioe.ac.uk](mailto:k.spours@ioe.ac.uk)) Tel. 0207 612 6384**

**Prof. Ann Hodgson ([a.hodgson@ioe.ac.uk](mailto:a.hodgson@ioe.ac.uk)) Tel. 0207 612 6762**

**Paul Grainger ([p.grainger@ioe.ac.uk](mailto:p.grainger@ioe.ac.uk)) Tel. 020 7612 6627**

**Dr Tina Isaacs ([t.isaacs@ioe.ac.uk](mailto:t.isaacs@ioe.ac.uk)) Tel. 020 7612 6415**