**Developing a Critical Professional Learning CPD Framework and Network for the Children’s Workforce at Postgraduate Level.**

***ESCalate bid review for Julie Anderson***

The projectperiod was December 2006 - November, 2007. During that time, meetings between the project leaders took place at Oxford Brookes and in London (UCET meetings). An event was held at Bath Spa University and papers were given at BERA and IPDA, Belfast. The SCETT conference was cancelled and the UCET conference contribution was postponed until November 2008 because of the unavailability of one speaker and the inability of the other to prepare the material in time. In terms of further dissemination, articles have been written for CPD Update and the IPDA. Further to this, Steven Coombs has lodged a copy of our IPDA paper on which we based our presentation with Education-line Coombs, S. and Calvert, M. (2007) ‘Developing higher education professional development for the new children's services integrated qualifications framework

<http://www.leeds.ac.uk/educol/documents/167984.pdf> Steven has also suggested that we would be willing to make a further input at the IPDA 2008 conference in Liverpool.

We would welcome your views as to the extent to which you feel that we have met the objectives (see below) and any advice on further dissemination (e.g. putting a version of what we wrote on the ESCalate website.

Dr Mike Calvert***Project Objectives***

***This project aims to:***

1. ***Identify the professional groups and associations working within and across the Children’s Workforce (CW) and audit professional learning practices.***
2. ***Interpret the key policy drivers of the Every Child Matters (ECM) DfES (2005) agenda and, within it, the sub-contexts of the Wider Workforce (WW) in schools as a subset of the Children’s Workforce, in terms of CPD policy for teacher in-service education to be inclusive of other sectors.***
3. ***Identify how accredited CPD opportunities in HE need to be adjusted to take into account the ECM and WW/CW agenda (Cheminais, 2006). We would envisage and argue for new postgraduate CPD opportunities to be offered by universities/HEIs for Integrated Children’s Services participants with curriculum support guidelines and/or commensurate funding systems from partner agencies, i.e. UCET, HEFCE, TDA, CWDC.***
4. ***Review the contemporary CPD post-graduate accredited funding opportunities across the various allied professions of the CW and identify any areas of inconsistency and barriers to the access of higher education professional learning opportunities (Coombs & Denning, 2005).***
5. ***Explore and help define the Children’s Workforce Development Council’s (CWDC, 2006) proposal to implement an Integrated Qualifications Framework (IQF) in terms of progression to HE-accredited CPD opportunities.***
6. ***Explore the potential framework for work-based learning at M-Level and NQF level 7, such that a core curricula approach for CPD common assessment can be applied to generic modules and HE-accredited projects offered across the WW/CW professional divide. Hence, the Extended Schools (DfES, 2005a & NFER,2005) policy has a new common-access CPD multi-agency platform that validates change management through shared knowledge and work-based projects situated in the Children’s Services workplace – schools, youth clubs, probation, care centres etc . We would see this as the starting point for a further and more substantive development grant.***

***Project Outcomes:***

1. ***To make recommendations to UCET on the setting up of a CPL evidence-base for teachers and allied professionals across the CW to disseminate common HE-accredited CPD case studies and pedagogical projects.***
2. ***To identify and report the potential benefits and essential support infrastructure in order to set up a professional learning network for members drawn across all the professional sectors comprising of the CW.***
3. ***To disseminate any general findings on how post-graduate accredited CPD might accommodate the ECM agenda in terms of the CWDC’s proposed IQF and DfES (2005) common core of skills and knowledge for the CW. This project would also consider how existing PG CPD programmes for teachers might be widened to include CW multi-agency professionals such that they might ‘share knowledge’ through a common CPD platform.***
4. ***The Harland and Kinder (1997) CPD framework model would be adapted to take into account project outcomes (1) & (2) above.***
5. ***To seek follow-up development funding from the relevant agencies concerned, i.e. DfES, TDA, CWDC, ESRC etc.***

***Evaluation:***

1. ***The project would be monitored and evaluated by the UCET CPD committee and in particular by the SIG with special responsibility for determining CPD policy for the Wider Workforce in schools and how this connects to the ECM agenda.***
2. ***Evaluation project reports would be made available to the UCET executive, TDA, CWDC, IPDA, SCETT, CASP and also shared with ESCalate members via a variety of dissemination modes – special meetings, workshops, websites, conferences etc..***

***Timetable:***

***The project would start in November 2006 and continue for 1 year with dissemination opportunities to correspond to the following range of conferences and professional meetings:***

1. ***Regular steering meetings of the UCET CPD committee and SIG (three times a year)***
2. ***BERA international conference – September, 2007***
3. ***UCET national conference – November, 2007***
4. ***IPDA international conference – December 2007***
5. ***SCETT & ESCalate special workshops with an ECM CPD focus - tba***
6. ***TDA-UCET-CWDC special events – tba and as identified/negotiated***