

Changing the Lens: Mapping the Development of Research Dispositions in Programmes of Initial Teacher Education (ITE)

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ABSTRACT

The vision for ITE in Wales requires that NQTs understand how to conduct ‘close-to-practice’ research and are able to articulate evidence-informed approaches to pedagogy (Furlong, 2016; Welsh Government 2018). This paper describes the processes by which one HEI-school partnership (the APLP) developed programmes of ITE to respond to this vision, specifically focussing on the journey of the student-teacher through the development of four research dispositions. The programmes seek to ensure that ITE students develop an ‘inquiry stance’, where this reflects the understandings of Cochran-Smith (2011) who uses the term *inquiry* to refer to teachers’ questioning, and the metaphor of *stance* to allude orientation and position. In order to support the research skills needed to adopt an inquiry stance, the work of Orchard and Winch (2015) has been adapted and distilled into four dispositions for the student-teacher and progression steps have been identified for differing levels of study. The research dispositions and associated knowledge, skills, understandings and behaviours have been mapped through the content of the modules in each ITE programme on offer. We include a consideration of the tensions apparent in the development of detailed module content and conjecture that these may be an inevitable result of the professional habit of performativity that results from education systems historically driven by structures of accountability.

Key words: transformative learning, ITE, performativity, research disposition, enquiry stance

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Introduction

The aim of the paper is to provide an evidence-based narrative for, and critical consideration of how one HEI-school partnership adopted a model of ITE that is transformative in essence, and embeds the development of research dispositions across the programme design. The paper is a contribution to the national debate about teacher professionalism, and the mechanisms being employed to enact culture change in this regard.

Vision, context, criteria

Education in Wales is undergoing a period of sustained and widespread evolution. As part of this reform process, accreditation of existing programmes of ITE has been revoked from 2019–20, and new programmes accredited under revised criteria have been put forward for commencement in 2019 and beyond. Initiated by the findings published in *Teaching Tomorrow's Teachers* (Furlong, 2015), these programmes seek to respond to the 'overwhelming case for the fundamental reform of initial teacher education in Wales' (Furlong, 2016:47). Furlong cites the need for rethinking how teacher professionalism should be conceptualised in light of innovative and radical curriculum reform that intends for learners to thrive 'in the face of unknown future challenges' (Donaldson, 2015:5). A fundamental aspect of this reform is the notion of 'subsidiarity' that has been introduced to the Welsh system through the publication of *Successful Futures* (Donaldson, 2015). This blueprint for the curriculum reform journey describes subsidiarity as follows:

Subsidiarity means that power stays as close as possible to the action. Rather than relying on a set of rules, which suggest a lack of confidence and can breed corruption, subsidiarity is dependent on mutual trust and confidence which supports positive disagreement and argument. Subsidiarity is about ensuring that power is where it belongs – rather than about empowerment which involves someone in power giving something away (Donaldson, 2015: 99).

In his review of ITE, Furlong noted the following about provision, prior to the re-accreditation process:

Because of the dominant focus on what newly qualified teachers must be able 'to do' at their end of their programmes, there is virtually no explicit recognition of the role of research or critical reflection in teachers' professional learning. As a consequence, newly qualified teachers are not conceptualised nor is there a

requirement that they are prepared to be active professionals, with their own judgements to make and with their own responsibilities as leaders of children's learning. (Furlong, 2015: 12).

The call for subsidiarity, alongside the expectation for research literacy – the intention that in future 'student teachers [ought] to be both critical consumers of as well as participants in research' (Furlong, 2015: 32) – required significant changes to the way in which teacher education at initial and continuing stages of teacher development was conceptualised in Wales. The catalyst for change is further strengthened by the new professional standards for teaching and leadership in Wales (Welsh Government, 2017a) which are underpinned by the expectation that teachers engage with research evidence and undertake systematic approaches to innovation and improvement in their practice.

The criteria for accreditation of new programmes of ITE (Welsh Government, 2018) explicitly included expectation that ITE students develop research literacy; indeed the Ministerial forward states very clearly the shift from previous models of ITE, and centralises the position of research:

This Accreditation Criteria makes clear our expectations – our requirements – for fundamental change.

1. An increased role for schools;
2. A clearer role for universities;
3. Joint ownership of the ITE programme;
4. Structured opportunities to link school and university learning; and
5. The centrality of research. (Welsh Government, 2018: 2).

The accreditation criteria set out that 'building professional capacity is one of the core purposes of ITE' and define what is 'essential for high-quality provision', including the need for programme providers to ensure that ITE students 'develop research knowledge and skills, both as consumers of research and as participants in it' (Welsh Government, 2018: 8). This development supports the comprehensive reform agenda, outlined in the Welsh Government's action plan for 2017–2021, *Education in Wales: Our National Mission* (Welsh Government, 2017b) which builds on the publication of *Successful Futures* and the subsequent adoption of its recommendations in *A Curriculum for Wales – A Curriculum for Life* (Welsh Government, 2015a).

In light of this unprecedented and system wide context of reform, this paper sets out how one partnership between schools and one HEI adopted

and adapted a model of ITE that is transformative in essence, and embeds the development of research dispositions across the programme design. Teachers who adopt transformative approaches to pedagogy, actively seek opportunities to gain new insights and use these to influence their own practice. We are reminded by Fielding that ‘transformation requires a rupture of the ordinary’ (2004:296) that requires us to think and act differently. The paper describes the evidence-base for the adoption of a model that seeks to be transformative, including the imperative for those working in Wales to address a historic and pernicious association between socio-economic disadvantage and educational outcomes. It then goes on to set out the research dispositions and the process by which they are being embedded into the ITE programmes. The discussion section suggests emerging tensions, that are visible within the Welsh education system generally and within this arena of ITE specifically, related to what Ball (2010) refers to as the terror of performativity. In conclusion, we acknowledge that the transformational approach implicit in the model requires change not only in the student teacher, but in those identified as their teacher educators.

Introducing the APLP

The Athrofa Professional Learning Partnership (referred to hereafter as the APLP) was created between one HEI and a range of some 150 schools. The APLP spans a large and diverse geographic area across in Wales, including rural and urban settings, areas where Welsh is the main language and those where English is predominant, as well as those where an increasingly bilingual society is emerging. The APLP worked in collaboration from the outset in the development of new ITE programmes, seeking to enact a genuine commitment to co-construction and co-ownership throughout.

The transformative model of ITE

The APLP adopted and developed a conceptual model of **transformative learning** to underpin its programmes of ITE believing that a transformative framework is required by the vision and intention of the education mission currently underway across Wales. Transformative learning can be associated within the tradition of *conceptual change* within teacher education

where ‘the Conceptual Change teaching model offers opportunities for the exchange of beliefs and sharing of knowledge between student teachers for the forging of an increased understanding by actively testing what one knows’ (Tillema and Knol, 1997: 580). Indeed the national aspiration requires ‘building the capacity of all practitioners and leaders, including the ability to reflect on and evaluate their own practice, to design and create a relevant, challenging and stimulating curriculum, and to apply appropriate pedagogical principles and practice’ (Welsh Government, 2015a: 8). The intentions of the Welsh Government are to transform its education system; the model of ITE that contributes to this ambition should therefore be transformative. In this regard the APLP vision for transformation supports all those involved in the process of ITE in both university and in schools to avoid ‘retreating into traditional teaching’ (Sing Chai *et al.*, 2009: 360) during a time of significant change in the national education system as well as ITE provision. This is enabled by embedding collaborative design, ‘ambitious forms of teaching’ (*ibid.*) and mechanisms for explicit articulation and development of student-teachers’ – and teacher educators’ – understandings of learners, learning and their role in this process as pedagogues as part of the ITE period.

The APLP model encompasses:

- a vision for the adult learner engaged in ITE;
- a practical approach to securing meaningful engagement with practical and theoretical knowledge and
- a *close-to-practice* methodology for engagement with research activity.

The focus of this paper is on the third element; however, the initial discussion provides the rationale for the adoption of a transformative approach as the APLP’s underlying principle.

Transformative learning is taken to be that which generates new insights about practice and develops the capabilities of teachers and the teaching profession (Sachs, 2013: 10). It leads to a non-reversible shift in a person’s understanding of an aspect of their world (Mezirow and Taylor, 2009) and echoes Fielding’s view to act and think differently (2004). The process of transformation can be seen in Sachs’ vision of professional learning as a ‘re-imagining’. She explains it as being ‘transformative in its intent and practice, and will equip teachers individually and collectively to act as shapers, promoters and well informed critics of reforms’ (Sachs, 2013: 15). Grundy and Robison (2004) describe a similar approach to professional

learning as ‘renewal’ – achieved through ‘transformation and change of knowledge and practice’.

In this sense, professional learning that is transformative requires that teachers ‘collect and understand evidence about student learning at the classroom and school level and [that] this information ... [is] ... incorporated into collaborative planning of strategies to remedy identified problems’ (Guskey, 1999 in Sachs, 2013:15). Mockler (2005) supports this transformative view of teacher professionalism that seeks to develop teachers who are ‘creative developers of curriculum and innovative pedagogues ... open to change and transformation in themselves’ (Mockler, 2005: 742).

Mockler goes on to argue that ‘the development of a transformative teaching profession requires a reinstatement of trust, at both a local and a global level, allowing teachers to act with autonomy, to openly acknowledge their learning needs and to work collaboratively with other teachers to constantly develop their understanding and expertise’ (Mockler, 2005:742). This vision for teacher professionalism and development also reflect the notion of subsidiarity set out by Donaldson (2015) in *Successful Futures*.

The purpose and intention of the APLP was to develop programmes that resonate strongly with Sachs’ description of transformative professional learning that:

positions teachers as researchers of their own and their peers’ practice. It contributes to an understanding of the nature of practice and the improvement and transformation of practice. It provides teachers with opportunities to communicate with their peers in more formal ways so that the reach of their practice and their insights into that moves beyond their own classroom and school to a broader constituency. (Sachs, 2013: 16).

The design of the APLP’s ITE programmes embed the features of transformative learning identified by Sachs (2013) and Mockler (2005) and expect student-teachers to:

- focus on themselves as learners and engage in challenging learning;
- be inspired by sharing ideas and practices while working with colleagues;
- engage with intellectual challenge which causes students to re-examine their beliefs and practices;
- be active participants in social reflection on their learning and, in the company of other students and teachers, think about and challenge their assumptions and views of schooling, teaching and learning;

- connect what is learnt with real life situations in the classroom and beyond.

Sachs concludes by offering the following vision:

A well-respected teaching profession, who are supported in their professional learning, will ensure that quality student learning outcomes are achieved. Moreover, teachers who are transformative professionals will contribute to a society which values equity, participation and social justice. (Sachs, 2013: 18).

Given the aspiration for system wide change in education in Wales, as well as the pressing need for a more equitable society where issues of poverty and disadvantage are not linked to underachievement in the school sector (Welsh Government, 2015b; Gorski, 2012), the APLP supports the view that teachers' responsibilities include being activists for social change. Furthermore, this includes preparing their pupils to being agents of change in society (see *e.g.* Scottish Government, 2010). This stance has been described as an 'activist' approach (Sachs, 2013; Scottish Government, 2010), which is taken to mean a professional orientation to question the status quo in order to consider how inequalities in society might be addressed within the education system (Zeichner, 2009; Cochran-Smith, 2004).

The APLP acknowledged the need, in such a vision for professional learning, to consider the influence of teachers' own beliefs and values, through which they view their work at whatever stage of their career they are placed (Clarke and Drudy, 2006; Sing Chai *et al.*, 2009). Beliefs and values can potentially be barriers to transformation, especially in a system that is in a constant state of flux and where teachers can become sceptical of change. The programmes of ITE all include a structured opportunity for learners to reflect on their beliefs and values in order that they recognise the inherent drivers such internal systems provide for pedagogical choices (Hagger and McIntyre, 2000; van den Burgh *et al.*, 2010; Gorski, 2012). For example, challenging stereotypical views about children and communities, questioning assumptions about the purposes of education and demanding that pedagogical choices are justified to avoid an over-reliance on historic practice.

As a response to the Welsh Government's requirements to develop new ITE programmes, the APLP co-constructed what it aims to be an innovative and contemporary programme of ITE influenced by scholarly literature and research. The programme is transformative in its approach, intended

to develop inspiring, professional teachers who have the necessary dispositions to conduct close-to-practice research, defend pedagogical choices and disrupt the status quo to bring about social justice.

Transformation and Research Dispositions

Returning to the third element of the programme vision, a *close-to-practice* methodology for engagement with research activity, what follows is a discussion about how this relates to the APLP transformative model, and a critical reflection on some of the emerging tensions that have surfaced in programme design and planning.

The Welsh Government's new vision for ITE requires that NQTs understand how to conduct practitioner research and are able to express evidence-informed approaches to pedagogy. This is central to the APLP model and is reflected in its four principles of teacher education, distilled from the work of Korthagen *et al.* (2006):

Learning about teaching is about:

- embracing complexity;
- forming meaningful relationships;
- understanding that there is a relationship between knowledge and experience;
- researching, modelling, practising and reflecting. (APLP, 2017)

To fulfil the need to increase education research capacity in Wales, and indeed the ambition of the APLP, student-teachers need to develop the critical research skills necessary to be pro-active in trying to solve problems by understanding the relationship between theory and practice. To do this, they need to be research-informed, research-engaged and ready to transform their pedagogical practice based on research evidence.

The British Education Research Association-Royal Society for the Arts (BERA-RSA) inquiry set out what is meant by the idea of 'research-informed' professional learning. This 'encompasses not only the research about effective teaching on which university tutors draw to generate suggestions for practice, but also the research into the processes of professional learning that is used to inform and review the structure and design of the teacher education programme itself' (2015: 1). Going forward, the APLP needs to be mindful of this by developing mechanisms to evaluate the programme design as it is offered for the first time in 2019.

As part of securing engagement in being research-informed, the APLP programmes seek to ensure that ITE students develop an ‘inquiry stance’, reflecting the understandings of Cochran-Smith who uses the term *inquiry* to ‘refer to teachers’ questions and posing’, and the metaphor of *stance* to ‘allude orientation and position’ (Cochran-Smith, 2011: 22). Inquiry stance, then, is a ‘world view and a critical habit of mind about teaching’ (ibid). APLP programmes therefore adopt Cochran-Smith’s belief that ‘when teachers work from an inquiry stance, they engage every day in the life-long process of learning to teach’ (2011: 23).

This means that our student-teachers need to be critical thinkers who ask questions of teaching and learning and view themselves as agents of change working to better the education system in Wales. However, they also need the skills to be able to answer some of these questions so that they feel part of a profession that acts independently and with confidence.

Such critical engagement supports our view of teachers as professionals rather than craft-workers or technicians (Orchard and Winch, 2015a). The APLP opposes the view that teaching can be likened to the craft of working with clay, wood or other inanimate materials or to the role of a technician who follows an ‘off the peg’ set of steps or instructions. Neither craft-worker nor technician sufficiently describes the professional teacher who is able to ‘make good situational judgements’ which are well-thought through and inform decisions made in the classroom context (see Winch *et al.*, 2013).

APLP Research Dispositions

In order to support the development of research skills needed to adopt an inquiry stance and the characteristics of a professional teacher, the work of Orchard and Winch (2015b) has been adapted and distilled by teacher educators within the APLP into four dispositions for the student-teacher and progression steps have been mapped for differing levels of study. Supported through a range of formative and summative opportunities, each student-teacher will be able to track his/her own progress in becoming a professional, research-informed teacher.

The research dispositions are illustrated in Table 1 with an exemplification of the associated knowledge, skills, understandings and behaviours. All stakeholders in the APLP will participate in the development of these dispositions. Through carefully designed close-to-practice research projects, ranging from lesson study to more formal written assignments,

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Table 1: Research dispositions of the APLP student-teacher

<i>Disposition</i>	<i>Knowledge, skills, understandings and behaviours</i>
Being sceptical	To understand empirical evidence in a contested terrain: <ul style="list-style-type: none"> • Being aware of the political, economic and social drivers for, and implications of, 'evidence'.
Being ethical	To understand the ethical base of inquiry in a complicated workplace: <ul style="list-style-type: none"> • Knowing ethical principles of research; • Understanding positionality within research; • Recognising own beliefs and assumptions about the world.
Being a skilled researcher	To understand the principles of social science research, and to know the different kinds of methods that are used and why: <ul style="list-style-type: none"> • Understanding qualitative methods and the nature/status of findings; • Understanding quantitative methods and the nature/status of findings; • Understanding pragmatic designs – mixed methods. <p>To understand how to construct an argument based on evidence and warrant in educational research:</p> <ul style="list-style-type: none"> • Employing critical reading skills; • Taking a sceptical approach to 'evidence'. <p>To critically appreciate the degree of support that may or may not exist for popular and influential theories in such areas as child development and the nature of learning:</p> <ul style="list-style-type: none"> • Taking a sceptical approach to 'innovation' (policy and practice) or the 'next big thing'. <p>To understand how to apply empirical evidence in their classrooms and evaluate its effectiveness:</p> <ul style="list-style-type: none"> • Being clear about what is intended and why; • Defining the parameters for evaluation of effectiveness.
Being part of an inquiring profession	To contribute to a community of inquiring practitioners: <ul style="list-style-type: none"> • Knowing whether, when and how to share outcomes of classroom inquiry; • Pro-actively contributing to a range of audiences; • Actively engaging with the inquiry and findings of others.

student-teachers, practicing teachers and university tutors will form communities of inquiry which seek to solve authentic problems in the classroom. The findings of these projects will be evaluated and shared in a range of settings including staff meetings, governor meetings and in the APLP's various partnership conferences. The purpose of such activities is to support transformation in the individual teacher and across the partnership.

Research Dispositions Mapping

In order to permeate the ITE programmes with the APLP research dispositions, a mapping process across the modules was undertaken. This had the following aims:

- to reflect the four pillars set out in the BERA–RSA review (2014:5);
- to avoid compartmentalising the knowledge, skills, understandings and behaviours into one 'research module' and achieve better integration across the programme;
- to ensure that academic tutors shared and developed their own understanding of the research dispositions by taking responsibility for specific aspects in different modules; and
- to achieve a model of progression whereby student-teachers would acquire the research dispositions in a coherent and cohesive way.

Furthermore, the mapping process sought to be very specific in identifying which aspect (knowledge, skills, understanding or behaviours) of the research disposition should be included and tried to avoid more generalised directives that would not be helpful to the teacher educators. This mapping process was undertaken initially by staff with the university, and the draft versions of modules then discussed within the APLP programme development group that consisted university-based and school-based staff. There were no significant changes made during this discussion and this point is considered further below.

The APLP programme design comprises four taught modules that occur at each level of study and reflect the transformative model. These are:

1. The Learner – who am I teaching?
2. Learners, schools and communities – where am I teaching?

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3. Leading the Learning – what, how and why am I teaching?¹
4. Researching the Learning – what, how and why am I teaching?¹

For each of these modules at every level of study and for each research disposition, the mapping exercise was undertaken whilst simultaneously being cross-referenced to the conceptual framework shown in Table 1. This process checked the coherent development of the dispositions and ensured that each aspect was captured fully in an explicit way.

Furthermore, each suggested activity for developing the dispositions needed to align with the module content in order to form an integrated learning experience – this added another layer of complexity but was important if superficiality was to be avoided.

An example of mapping the research disposition ‘being a skilled researcher’ to a Level 5 module is shown in table 2.

Selecting which modules would embed the dispositional development depended on looking for clues within the module content that more naturally *invited* an association. Working in this way avoided the temptation to make artificial or forced connections with the module content. For example, a module related to understanding how young children learn invited the development of the disposition to be sceptical – to understand that there is contested terrain in the existence of political and economic

Table 2: Example of mapping the research disposition, ‘being a skilled researcher’, across one module

<i>Level 5 Module</i>	<i>The Learner – Who am I teaching?</i>
Broad overview	Accessing and valuing pupil voice as evidence. Listening to learners in education research.
Indicative content	What is power and positionality when working in school? What do we mean by listening to learners to understand learning experiences? Understanding the use of the Mosaic approach Using Ladders of Participation Discussing the ‘status’ of the knowledge generated Consider the nature of knowledge and the social-cultural forces that mediate our understanding of children

drivers for preferred models of young children’s learning. Whereas, the module related to the place of culture, socio-economics and social capital in education more readily related to the disposition of being part of an inquiring profession as a means of seeking answers to pedagogical questions related to social justice.

It is recognised that this approach meant that the research dispositions were not equally spread through the modules, and the APLP acknowledge that a holistic development means that all four dispositions would play their part throughout all of the modules. Nonetheless, the approach sought to make explicit the research disposition development and to give concrete opportunities for student-teachers to become research-informed and research-engaged.

Model of Learning Progression

In order to further support the aim of student-teachers moving towards more sophisticated and expert knowledge and understanding of the research dispositions over the time of ITE programmes, mapping was broadly aligned to a model of learning progression. The learning model is based on the principles of *introduce, develop and apply* where *apply* is taken to be re-imagine and renewal and **not** the transference of knowledge from one place to another – typically university to school.

Whilst it is accepted that the development of the research dispositions is more holistic than this model suggests and certainly not a linear process, it was felt that explicitly mapping progression would orientate the learning around the principles of the research dispositions (the ‘big ideas’) and allows space for the concepts, theories and practicalities to be learned.

Table 3: Model of progression of research dispositions through an undergraduate ITE programme

	<i>Being skeptical</i>	<i>Being ethical</i>	<i>Being a skilled researcher</i>	<i>Being part of an inquiring profession</i>
Level 4	introduce	introduce	introduce	awareness
Level 5	develop	develop	develop	introduce
Level 6	apply	apply	apply	develop and apply

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Emerging Tensions – Operationalising the Mapping

Following the mapping of the research dispositions, the teacher educators for each module began to draft the detailed content using the maps as a guide to what disposition should be developed. This process was a collaborative endeavour between university-based and school-based staff, who came together to design the detail of module content. This collaborative planning enacted the intentions central to the ITE reforms (Furlong, 2016; Welsh Government 2018). However, as this piece of work was being undertaken, two specific tensions began to surface at the interface of the mapping and the detailed planning of teaching sessions, seminars, directed tasks and required reading.

These tensions can be described as lying between polarised patterns of behaviour and understanding:

- Performative vs embodied behaviour: a performative approach to ‘ticking off’ the dispositions in the module planning *lies in tension* with an embodied approach in which the dispositions are enacted through module content and pedagogy; and
- Understanding learning as product vs learning as process: approaching research development as a series of activities to be undertaken *lies in tension* with approaching the development of research dispositions as a progression in conceptual thinking.

There is a significant literature pertaining to the creation of performative behaviours within the education system (e.g. Osgood, 2006a; Fenech and Sumison, 2007; Roberts-Holmes, 2015; Kilderry, 2015). This literature builds on the work of Ball who set out the way in which state regulation ‘requires individual practitioners to organize themselves as a response to targets, indicators and evaluations’ (Ball, 2003: 215).

Ball goes on to describe a ‘performative worker ... with a passion for excellence’ (2003: 215) as delineated by the measures against which excellence is externally judged. Ball refers to cultures of performativity creating internal struggle in teachers – ‘inner conflicts, inauthenticity and resistance’ (ibid.), though Holloway and Brass contend that more than a decade of normalisation of neo-liberal approaches to education policy has led to education professionals positioning ‘accountability mechanisms as the very modes by which they kn[o]w themselves and their quality’ (Holloway and Brass, 2018: 361). In Wales, accountability systems have been significant

drivers for education professional activity for over a decade and indeed, have been highlighted as one of the reasons why the current education reform was required (see Donaldson, 2015). Responding to the requirements of high stakes accountability in a performative manner is therefore, arguably, a professional default position within the Welsh education system; overcoming this position requires the professional ‘culture shift’ that is part of the current reform process.

It is possible, that performative behaviours and an activity-driven understanding of progression came into play when operationalising the research mapping. Typically, in the past taught modules in ITE have been framed by a performative outcome – usually an assessment point with all of its summative measures and data driven implications; modules that are practice-facing have previously been framed by a list of instrumental standards that have invited a performative response. These measures became the inherent drivers in a few examples of the mapping and implied that teaching and learning was product-focused; that is, the focus was on preparing student-teachers to complete a task strongly aligned to the assessment point rather than to embody the disposition. For example:

- Preparing student-teachers to successfully complete an ethical approval application (as a product) rather than viewing ethical behaviours as framework for ongoing practice (as a conceptual process); and
- Preparing student-teachers to complete a literature review for assessment (product), rather than as a mechanism for making explicit the links with pedagogical thinking orientated towards practice (process).

Viewing learning as a process rather than a product is central to the pedagogies outlined in *Successful Futures* where ‘one of the defining features of twenty-first century education will be the capacity to make connections and transfer knowledge and understanding across different contexts in order to address unfamiliar problems’ (Donaldson, 2015: 53). If this concept is applied to ITE, teacher educators – whether university-based or school-based – and student-teachers, cannot define success in learning during the ITE period as being directed towards an isolated summative outcome, but as a connected set of knowledge, skills and behaviours that ‘combines theoretical and practical knowledge and skills with fine judgement about what is required to promote effective learning in particular contexts. It lies at the heart of what it means to be an excellent teacher’ (Donaldson, 2015: 63).

Lessons learned

The experience of mapping the partnership's research dispositions to the module content has highlighted the need to consider critically our own pedagogical behaviours in bringing the newly accredited APLP programmes to fruition. The fact that the initial mapping, (first drafted by university-based staff as a pragmatic start point), was not significantly changed when discussed and reviewed by school-based staff may indicate that there was a sense that this area of learning belongs or is owned by the university-based elements of the programme more so than school-based elements. While this indication has not been robustly explored as yet, this is an area of development that the APLP collectively will be returning to consider carefully; such notions will need to be challenged to ensure that collaborative planning – and ownership of the content of ITE programmes, is authentic. Returning to the work of Fielding, whereby 'transformation requires a rupture of the ordinary' (2004: 296) it would seem that a disruption of historic ways of thinking is needed if teacher educators are to think and act differently. In particular, this relates to how subsidiarity in a partnership can be used effectively to move away from performativity thinking and more towards embodiment of the research dispositions through valuing the processes of learning.

An example of how subsidiarity might not have been used to the best effect potentially lies in mapping the research dispositions across the modules. It is possible that the idea of mapping the research dispositions in such an explicit way inadvertently led to performative and product-led behaviours as teacher educators worked through the maps and matched the dispositions to the module content. This raises the question of whether the teacher educators were truly empowered in the sense of owning the action and decision making, or whether they were partly in receipt of decisions made by a smaller organisational group, as intimated above. Going forward and building on the APLP's successful history of co-construction to date, there is a need to ensure that more time is given across the partnership for a wider discussion on *how* to frame the module content *through* the dispositions and thus strengthen the element of subsidiarity. Such a reflection mirrors the findings in Australia that 'partnerships between schools and universities can enhance learning opportunities for all participants when commitments are made to creating collaborative and dialogical spaces to support new approaches to teacher education' (Grimmet *et al.*, 2018). As a part of this discourse, teacher educators, whether they be

school- or university-based, will need to be supported to identify performative or product-driven responses and be able to re-imagine and renew their own default positions in an atmosphere of mutual trust.

This authentic aspect of subsidiarity will also give space and time for the APLP to develop a shared vocabulary and understanding of what characteristics of a professional teacher embody the research dispositions, and more importantly what actions need to be taken by each stakeholder to ensure student-teachers progress towards this shared vision. Such transformation will be essential to effect the cultural change needed in education in Wales. The APLP aims to contribute to this change by educating student-teachers who embody the research dispositions in such a way that they are activists for change, transformative in their approach and who enter their NQT year expecting to be a part of an inquiring profession. Only then will the concepts of progression, principles of pedagogical understanding and focus on learning and experience put forward in *Successful Futures* be enacted in A Curriculum for Wales 2022.

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Note

- 1 Modules 3 and 4 ask the same questions because they are complimentary modules, both related to pedagogy in the classroom, Leading the Learning focuses on day-to-day classroom practice and Researching the Learning is about what informs the day-to-day practice.