Y PROSIECT CAMAU: SYBSIDIAREDD A PHARTNERIAETH
THE CAMAU PROJECT: SUBSIDIARITY & PARTNERSHIP
David Morrison-Love & Kara Makara Fuller

University of Glasgow

AEA-Europe Conference, Prague: November 2017
Overview

• The principle of ‘Subsidiarity’ for the new curriculum in Wales
• Establishing partnerships & collaboration
• Research, evidence and informed decision-making
• Critical reflections on partnerships and educational research
THE PRINCIPLE OF SUBSIDIARITY

- Subsidiarity: ‘...commanding the confidence of all, while encouraging appropriate ownership and decision making by those closest to the teaching and learning process’ (Successful Futures, p.14)

- Critical to a curriculum which is authentic and effective for Wales.

- Scotland (CfE): Efforts were made, but not systemically integrated into the development process.

- Sybsidiaredd: ‘...yn ennyn hyder ym mhawb, gan gymell perchenogaeth briodol a phenderfynu gan y rheini sydd agosaf at y broses addysgu a dysgu’ (Dyfodol Llwyddiannus t.14)
THE PRINCIPLE OF SUBSIDIARITY

- **Successful Futures:**
  - ‘Reverse delegation’, Charles Handy.
  - Power stays as close as possible to action.
  - Mutual trust and confidence in people to arrive at the best course of action for Wales.
  - Not about empowerment but rather about the placement of power.

- **Recommendation 62:** “The change strategy associated with the Review should apply the principle of subsidiarity, encouraging local ownership and responsibility within a clear national framework of expectation and support.”

- **Challenge:** To reflected this in the interactions between research, policy and practice.

- **Dyfodol Lwyddiannus:**
ESTABLISHING PARTNERSHIPS AND COLLABORATION

• Contexts of Partnership & Complexity of Landscape
  • Within the CAMAU Team: towards a ‘synergy’ of strengths
  • Beyond the CAMUA Team: wider development programme

• Within the CAMAU Research Team:
  • Principal Investigator in each university
  • Research Leads in each university
  • Fusing expertise in research, local & cultural knowledge and subject/domain expertise.
  • Independent Advisory Group
  • Professorial Consultants
ESTABLISHING PARTNERSHIPS AND COLLABORATION

Beyond the CAMAU Team

• Agents within the change process: Opportunities & Challenges
  • Teachers as research collaborators (teacher and pupil voice)
  • Not privileging the English or Welsh Language
  • Power, perceptions & trust: shared understanding of University roles
  • Joint Planning: Welsh Government & Consortia AoLE Leads
RESEARCH, EVIDENCE & INFORMED DECISION-MAKING

- Adopting approach of ‘Participatory Research’ (Bergold & Thomas, 2012)
  - Teacher/Pupil Voice, Research Review, Policy Review
- How we work with teachers:
  - Locating formation of proposals and decisions in the purview of those closest to teaching and learning.
  - The role of evidence and expertise in development
    - Avoiding ‘Research vs. Expertise’ (Biesta, 2007)
    - Exploring what educational research and evidence can and cannot do
    - Cultivating research ‘traction’ within the development process.
  - Scaffolded Tasks (to reveal understandings of learning progression – insight data)
RESEARCH, EVIDENCE & INFORMED DECISION-MAKING

• Teacher Choice & Grouping
• Time1-Time2-Time3
• CoRes (Conceptual Representations)
• More and Less Developed Task Performance
• Capture Methods
RESEARCH, EVIDENCE & INFORMED DECISION-MAKING

‘Insight’ data suggests:
• Though challenging, there is some evidence that Teachers were able to move towards describing learning progression (activity expectations > to underlying learning)
• Consistency and form varied within and between AoLEs with interrogation of real pupil work appearing helpful in minimising abstraction.
• Nature of AoLE, pupil work chosen and broader Welsh educational context can influence how teachers consider learning progression.
• Teacher engagement: ‘revealing but demanding’, smaller groups appear more effective, can be supported by technology,
CRITICAL REFLECTIONS ON PARTNERSHIPS & EDUCATIONAL RESEARCH

• Further development of teacher researcher role
• Balance & Support: Maintaining subsidiarity with dependent areas of development
• Varying nature of collaboration and partnerships between characteristically different AoLEs
• ?