Y PROSIECT CAMAU: SYBSIDIAREDD A PHARTNERIAETH
THE CAMAU PROJECT: SUBSIDIARITY & PARTNERSHIP

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AEA-Europe Conference, Prague: November 2017

CAMAU: SYBSIDIAREDD A PHARTNERIAETH CAMAU: SUBSIDIARITY AND PARTNERSHIP

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 Llwyddiannus:*

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

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CYFEIRNODAU REFERENCES

Bergold, Jarg & Thomas, Stefan (2012). Participatory Research Methods: A Methodological Approach in Motion. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research,* 13(1)

Biesta, Gert (2007). Why "what works" won't work: Evidence-based practice and the democratic deficit in educational research. *Educational Theory 57* (1):1-22