

## **Blueprint for an Initial Teacher Education research agenda: Notes from the trenches**

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Whilst the Covid-19 pandemic has given us points of pause and reflection regarding how people learn and how people teach, there are other disruptions underway. Policy and leadership in Initial Teacher Education (ITE) is again being reinvented by a zealous politician who thinks he has something that is broken and needs fixing. With the treadmill approach to policy leadership in the whole Education sector the number of changes and landscape of reform is breathtaking. It is very appropriate and perhaps even urgent to advocate change for better learning outcomes, but the fatigue of the whole community becomes tangible.

However, if this change is grounded in the principles of transformative leadership constructs such as a focus on emancipation, democracy equity and justice; the need to deconstruct and reconstruct knowledge frameworks that perpetuate inequity and injustice; and, with a strong emphasis on the private and public (individual and collective) good then this ‘churn’ of change might be more palatable resulting in a focus on social justice and the common good.

Clearly the call for evidence to lead change in ITE has been the focus of interest lately as we hear of the Terms of Reference of the Tudge Review of ITE, it is thus the intention of this paper to present a research plan blueprint to the ITE community that over time can form the evidence base for change grounded in principles of transformative leadership and based on our collective expertise. We will explore this research blueprint which considers research projects around: The Teaching Performance Assessment; teaching induction programs for newly graduated ITE students; the synergies around School based teaching professionals and ITE students; the efficacies of school based ITE and University based ITE; and lastly the relationship between theoretical and practical evidence-based practice in ITE curriculum renewal. The generative nature of this work will ensure a sustained, informed strategy to reconceptualise teacher preparation programs based, not on political whim, but rather, on professional expertise and advice from within the teacher education profession.