Facilitating Practice-Led Research Culture in Initial Teacher Training: The case of Agile Research Teams (ARTs)

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Abstract

This critical reflection examines how a team of academics began to tackle the challenge of developing research culture among their professions-facing colleagues through two interconnected initiatives. It presents the theoretical underpinning of Facilitated Practice-based Research (FPR ©University of Sunderland) and its practical implementation through Research Culture Roundtable (RCR) events and subsequent formation of Agile Research Teams (ARTs). Drawing on contemporary debates around research excellence and practitioner-researcher identity, it explores how structured collaboration can support academics in integrating their practical and scholarly expertise. The ARTs model enables manageable, time-bound participation in research projects while building sustainable research capacity. Initial outcomes demonstrate the potential of this approach for developing research confidence and creating a more inclusive research community. The authors conclude that supporting practitioner-researchers through facilitated, practice-led initiatives can enhance both individual development and institutional research culture, particularly in teaching-intensive settings.

Keywords: facilitated practice-based research; practice-led research; practitioner research; academic identity; collaborative research; research capacity building; agile research teams; sketchnotes

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Introduction: NOT 'just a teacher'

The transition from professions-facing practitioner to research-active academic represents a significant shift in how individuals position themselves within higher education. Those entering academia from professional backgrounds such as teaching, health or social work must navigate the distinctive demands of both domains - maintaining their practitioner expertise while also developing their scholarly identity (**Hidson, 2024**). The expectations around research engagement present particular challenges for these staff members, who must learn to make effective use of allocated research and scholarly activity time while translating their substantial practical knowledge into academic frameworks.

Research indicates that integrating these dual aspects of professional identity can enhance rather than diminish both roles. Studies by Murray (**2010**), McLean and Price (**2017**) and Fox and Poultney (**2020**) demonstrate that practitioners can successfully synthesise their practical expertise with academic scholarship when supported through structured collaboration. This is particularly effective when facilitated through communities of practice where experienced colleagues can share insights from their own transitional journeys. The various studies focused on teachers' belonging, identities and support by Fox (**cited in Fox and Poultney, 2020**) have particular relevance to the teacher educator community in the current Agile Research Teams (ARTs) example. The importance of the environment and context in the development of teachers as researchers is further emphasised by Postholm (**2009: 564**) 'in providing a stage' on which to play out these roles.

The significance of this integration extends beyond individual development to contribute to broader institutional research culture. Just as pedagogic research has historically struggled for recognition (**Cotton, et al., 2018**), practitioner research conducted by professions-facing academics requires acknowledgment of its distinctive purpose and contribution. These academics bring valuable insights from professional practice that can inform both teaching and research, with the potential to build what Murray (**2010: 106**) described as 'a new type of "research capacity" in teacher education'.

This understanding has particular relevance for developing sustainable research cultures within teacher education departments. By recognising the complementary nature of practical and academic expertise, institutions can better support staff in developing research identities that build on, rather than compete with, their professional knowledge base. If Corner's (**2023**) call for a more holistic approach to research excellence is to be embraced by teaching-intensive institutions, then logically it needs

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to begin at the grass roots with professions-facing departments. Resolving the uncertainties of dual-role professionals' academic identities opens up their capacity to contribute to the people, culture and environment aspect of research excellence piloted for the 2029 Research Excellence Framework (**UKRI, 2025**).

This critical reflection presents the journey so far taken by a team in one such professions-facing faculty, with a view to developing the infrastructure to support a more inclusive and collaborative research culture amongst teacher educators, who may initially identify 'just' as teachers, let alone as teacher educators, academics or researchers. It firstly sets out its Facilitated Practice-based Research (FPR) theoretical disposition, which underpinned the ARTs research capacity-building model. It concludes with an analysis of outcomes and critical insights.

Theoretical Disposition: Facilitated Practice-based Research (FPR)

Central to researcher development is understanding and articulating core concepts such as researcher positionality, epistemology, ontology, methodology and data analysis. The key tenet of Deacon's (**2022, 2023**) Facilitated Practice-based Research (FPR) model requires initially demystifying the abstract language used to frame research in order to bring it in line with the practices that practitioners already employed. For teachers, translating practice terminology such as 'lesson observation' or 'learning walk' and articulating the connection between observational and reflective practices in schools and in research allows practitioners to recognise that they possess many research skills already but simply use different terms to describe them. Deacon (**2023**) advocates for a temporary setting aside of formal research terminology until it is gradually reintroduced as part of the scaffolded support provided through facilitation.

An associated issue with traditional academic language is the potential to reinforce the power imbalances inherent in research communities. Murray (**2010: 98**) warned of the 'bifurcation between those who teach and those who research', suggesting that the prevailing discourse of either teaching or research in higher education discourages teacher educators developing an integrated understanding of their academic identities. Despite engaging in further postgraduate study, usually expected as part of professional development, Deacon (**2023**) suggests that this research anxiety is often an issue of confidence rather than understanding or ability, and can further compound the identity problem. 'Imposter syndrome', much debated in relation to identity positioning in academic transitions (**McLean & Price, 2017**) can lead to expert practitioners reverting to

feelings of novice status and 'lurking' in communities of practice, self-selecting out and habituating research anxiety. This power and identity problem is acknowledged by Wyse et al., (**2018**): that close-to-practice research of the kind valued by professions-facing academics is also perceived - by them and by the academy - to be 'far down' in the Research Excellence Framework (REF) hierarchy. Wyse et al., (**Ibid**) also found a significantly higher proportion of lower-graded outputs in education than in other REF units as well the lowest proportion of staff submitted for evaluation. It begs the question as to whether 'imposter syndrome' might actually be a legitimate situational symptom to the prevailing expectations around research.

Imposter syndrome and research anxiety may actually be less about individual psychology and more about structural issues in how research environments are designed or how researchers are trained and supported. Deacon's FPR model proposes a collaborative networked approach to nurturing emerging research culture with scaffolded facilitation of projects that emerge from practice. The emphasis on 'first focusing on human flourishing and critical reflection through reflexivity in a 'high challenge with high support' environment' (**Deacon, 2022: 2**) provided a conceptual springboard for planning two concurrent elements of a research culture development plan, outlined next. The issue of research anxiety is a core element underpinning its development. Although Deacon has a background in social work, she shares similarities with those in teaching when moving from a practice to an HE environment.

Research anxiety was a key underpinning element of this. In 1987, **Epstein** wrote 'no other part of the...curriculum has been so consistently met with as much groaning, moaning, eye rolling, hyperventilation and waiver-strategizing as the research course' (Ibid: 71). Although efforts have been made to address this within social work research, Epstein (**2016**) emphasised that research anxiety persists. In conceptualising this social phenomena, Deacon (**2022, 2023**) drew on the work of social theorist Pierre Bourdieu (**1998**; **Bourdieu & Wacquant, 1992**). Drawing on Bourdieu's theory, it is posited that practitioners internalise research anxiety through the struggles they experience within specific social fields, such as the academic research field. Deacon (**2023**) argues that the social work research field is dominated by those who possess economic, cultural social and symbolic capital, such as HEIs. To maintain this power, language becomes intellectualised - an effect which, Deacon (**Ibid**) argues, positions practitioners as separate from researchers, casting them as consumers of research. Within this field, practitioners are habituated (i.e., socialised into habit formation) in ways that position themselves as separate from research, a dynamic that manifests as research anxiety. It is not suggested that this is a conscious strategy but this positioning of practitioners as not

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researchers presents a barrier to those practitioners believing they can become researchers. In this article, we argue that this shares similarities with the field of education practice and education research.

The Research Culture Roundtable (RCR): Understanding our community

Rather than simply distributing an online survey for analysis, the first stage of the research culture development plan introduced a mechanism to encourage practitioner participation in a research event, as part of a move toward full participation, aligning with Lave & Wenger's (**1991**) concept of situated learning. This would encourage 'legitimate peripheral participation', a key to continued future engagement.

Sketchnotes as visual research method

Sketchnotes have begun to attract academic attention in research, most often the result of live illustration during an event. For example, Persad (**2024**) facilitated a series of 'Research Culture Cafés' with the support of an external 'graphic recorder' both as a lasting record and to encourage their community to engage with the content. This, alongside use of sketchnotes at the British Educational Research Association 2023 conference, amongst others, provided an initial stimulus for using sketchnotes. Baff (**2020**) and Vasconcelos et al., (**2024**) have pointed to the benefits of combining creativity with analytical thinking, although in each of their studies the artist was also an author. Fernández-Fontecha et al., (**2019**) studied a set of scientific sketchnotes to explore the way that they make complex scientific information accessible through a re-making of meaning process termed 'resemiotization'. Although Fernández-Fontecha et al., (**Ibid**) highlight visual thinking as an emerging practice, visual methods have long held prominence in educational research, particularly with children and young people due to its inclusivity (**Wall, 2017**). Methodologically, Wall points out that while drawing-mediated methods could be 'generally described as survey instruments, they also represent different ways of incorporating and using the visual to aid … elicitation'. The 'Research Culture Roundtable' (RCR) event provided an ideal opportunity to use the sketchnote medium to co-construct as well as record, thereby using sketchnotes as a democratising visual research method as well as an outcome.

The benefit of being able to capture different viewpoints and contributions using live illustration aligned well with our researchers' positionality as practitioner researchers often operating in a liminal space between research and practice, aiming to reduce that distance for our communities. The three authors of this paper are practitioner researchers, each with a professional background in education or social work prior to entering

higher education to research and teach fellow practitioners. Recognising ourselves as insider researchers, as co-participants as well as facilitators in the event, we felt that our reflexivity and transparency were in fact key to the validity of the research. We did not wish to 'other' ourselves by attempting to study our colleagues without participating. The research question for the RCR event (What are the perceived challenges and opportunities for being research active in our faculty?) were created from our perspective as insider researchers and were as real for each of us as for our colleagues. We felt the potential impact of our involvement on the process and outcomes would be mitigated to a large extent by having the external facilitator capturing the process and then sharing the sketchnotes at the end for all participants to review.

The RCR was therefore designed with three purposes:

- To bring together colleagues in the faculty to connect, network, discuss and appreciate the diversity of research interests.

- To act as an exploratory focus group, gathering insights into research culture and associated knowledge exchange trajectory, opportunities and challenges, so that these could inform the faculty research plan and provide a stimulus for future researcher development activity.

- To capture, synthesise and disseminate the findings as tangible and visual assets via live graphic recording and co-constructed outputs developed in collaboration with participants.

Methodologically, one in-person session and one online session were held to make the project as inclusive as possible. Ethical approval was granted by the university's ethics committee. A combined participant information and consent form was created to model the process of setting up a research activity. For the RCR this involved capturing demographic information, research interests, and consent for participating in the process as a form of exploratory research. The information explained that the outcomes would be visual sketchnotes and summaries that could be used in other outputs.

The in-person session began with a brief introduction, after which participants were asked to look at the various printed prompt sheets (see '20 Questions' in appendix) around the room, discussing them collaboratively and contributing ideas, thoughts and questions, while the graphic artist produced live illustrations. Collaborating with the external sketchnote artist allowed for rapid data capture, with the artist resemiotising (**Fernández-Fontecha et al., 2019**) the interactions and utterances of the participants and producing a thematic visual overview supported by participant quotes. Although Vasconcelos et al., (**2024**)

critique the power dynamics inherent in the person holding the pen, capturing the entire process in real-time via screen recording enabled us to trace the development of shared understanding and collaborative review of the final output at the end of the session.

The research team observed that the use of sketchnotes fostered a 'low arousal' environment that helped level the playing field by reducing participants' anxiety and stress, thereby facilitating more equitable engagement. This environment encouraged participants to speak openly about their challenges and struggles with research. A sense of equality within the process was considered essential to the integrity of this study.

Figure 1 shows the final illustration from the in-person session. Following the research element, the Agile Research Teams initiative was introduced, and participants invited to join up.

Figure 1: Live illustration captured from in-person Research Roundtable © University of Sunderland.

The sketchnote session created a baseline for understanding the community of professionals. A range of challenges and concerns were identified that could be addressed via the Agile Research Teams: the gap between research and practice, the need for time, funding, emotional support, mentoring and confidence to engage with research opportunities. Issues of imposter syndrome and the 'othering' of identities all echoed the findings of Kincheloe (**2003**), Murray (**2010**) and McLean and Price (**2017**). Both concepts emerge within a culture where research is viewed as something that 'others' do. The sketchnote session created a sense of belonging where all views were heard and validated. It is arguably more difficult to experience imposter feelings when one's view are shared

by and resonate with the collective. The interactive and visible nature of the sketchnote process, as it captured the comments and opinions 'live', helped to limit scholarly isolation and individualism often associated with research culture in universities (**Cristea & Babajide, 2022**). The community of professionals could see themselves as actively informing the opportunities for cultural change.

After the session, the written sheets were transcribed and analysed thematically. Having set the scene for responses by providing the 20 Questions prompts (**see Appendix**), the sketchnote was compared to the themes. It was noted that some elements were emphasised, such as the research culture and challenges, support needs and opportunities, while specific research interests, research successes, and detailed training needs were omitted from the sketchnote. The sketchnote effectively illustrated key emotional concerns (imposter syndrome, fear, frustration with time constraints) while providing a more solution-oriented approach in the opportunities section being offered by the ARTs, which were shared towards the end of the session. The sketchnote captured the emotional essence and major practical concerns, while necessarily simplifying the rich diversity of research interests and methodological preferences expressed in the handwritten materials. This resemiotisation of the session (**Fernández-Fontecha et al., 2019**) emphasised the most strongly emphasised themes, leaving the deeper detail for the research team to explore further (**see Hidson, Duffy & Deacon**, **in press**).

A central theme emerging was that teachers and social workers transitioning into academia share similar experiences. Often when entering the university, they possess substantial professional experience and therefore have a more secure identity. Coming into the university usually repositions them at the 'bottom' in terms of expertise as they navigate an unfamiliar working environment. This transition is complex and means some people can hold onto their previous identity more tightly: I am *still* a teacher; I am *still* a social worker. Research adds an additional layer of complexity, perceived as secondary to teaching in a professions-facing institution. As a result, individuals tend to maintain their core identity within their original professional role.

Research cultures do not routinely seem to acknowledge the novice elements of professional academics, i.e., those who join from another profession. They tend to begin with those who may already have begun the transition either through ongoing postgraduate study or as early career researchers. Participants such as these are left to 'work it out' for themselves, therefore lacking support and scaffolded learning. FPR is about reframing existing skills: research is embedded in everything from searching online to reading health reports, population surveys or school-

level data, and therefore embedded into professional life. The core issue for transitioning professionals is about learning to engage critically with what research is legitimate and what is opinion or assertion. For teacher educators such as these, this also translates into a need to be credible when encouraging trainee teachers to engage in research. The impact on the civic and scholarly missions of HE should not be underestimated. A culture of inquiry, curiosity and collaboration within a professions-facing, teaching-intensive university can positively affect student outcomes both in terms of market logics, metrics and pedagogic relationships.

Implementing Agile Research Teams (ARTs)

In order to boost the institutional research culture in a professions-facing faculty following on from the RCR exercise, the aim was to explore whether supporting and developing participants' skills through ARTs could increase capacity and confidence to engage in research. The ART is inclusive as it allows colleagues to contribute in a way that is task-bound, manageable within their available time and in line with their preferences for working. It draws upon their specific skills sets, disciplinary knowledge, interests and values. The facilitation aspect provides oversight to ensure that the research is quality-assured, which also develops research leadership skills within the team.

The ARTs initiative was designed with three purposes:

- To create a manageable and sustainable continuum of credible research activity among practitioners.

- To establish, support and build researcher relationships across teams and disciplines, bringing together diverse expertise, valuing the process of relational opportunities within 'Research & Knowledge Exchange' (RKE) as much as the product of the process.

- To urgently increase capacity to support 'live' current research projects.

The model for an ARTs project is that a member of staff brings the idea to the group. They break down the research into viable tasks. These are discussed and distributed based on the availability of various members of the group. In one project, this involved sending pairs to a school to interview teachers about what had been done in a project and feeding that data back into the project team. In another, a participant introduced an idea to the team, who then offered suggestions for next steps and facilitated involvement of additional contributors. The model is flexible and scalable, with the intention that the research will be co-constructed

and the concurrent tasks can be completed at each stage, allowing the overall project to progress.

Table 1: ARTs projects established in 2024/25.

Intensive Teaching and Practice (ITaP)	Evaluating pedagogical innovation in initial teacher education programme.
Feedforward Assessment	Impact of our feedforward targets for improving HE students' performance – collaboration between two universities.
Mini Mind	Interdisciplinary, working with external partners and schools to develop positive psychology practice in primary schools.
Enabling Student Journey	Continuation of a fellowship award around disability awareness across the faculty.
EYFS curriculum design for school readiness	Working with a private nursery on curriculum literacy.
Vocabulary practice	Developing impactful vocabulary practice across primary schools in a Multi Academy Trust.
Pondering Phonics	Comparative case studies of different DfE validated Phonics Schemes.

Agile Research Teams (ARTs) outcomes so far

The ARTs initiative's success stems from its flexible, task-focused structure that allows participants to become involved dependent on their capacity. This allowed for pairs of participants to carry out research tasks such as school visits, or thematic analysis of one interview, and contribute that part to the overall project. At the time of writing, the project reports and other associated outcomes from the first live ARTs project are still in development, but all contributions will be acknowledged, which will see a rise in authored outputs in the department, often the very first experience of publication for some of the participants.

While research outputs are problematic especially when connected to the REF in terms of creating a hierarchy via the star rating, the collaborative and collegiate approach espoused here aims to facilitate and reward a collective research and authoring culture. While some outputs can be critiqued by practitioners as written by researchers for other researchers, participants in these initiatives also want to ensure that their research can be applied in practice by other teachers and social workers. This means that the work needs to be clear and accessible and therefore neither solely in the symbolic language of research, nor only accessed via traditional scholarly publication pathways.

The initiative's effectiveness is evidenced by the engagement of 26 'research interested' colleagues across the faculty, resulting in a range of research projects and several more scheduled (**Table 1**). Notably, this approach led one team leader note only to lead by example through participation, but also to allocate specific Research and Scholarly Activity days on workload allocation for ARTs participation, incorporating research objectives into annual academic appraisal, ensuring sustainability.

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Figure 2: Poster sharing Agile Research Teams development in 2024.

Some of this activity has been reported on by Hidson and Duffy (**2024**), generating interest from other institutions and external practitioners. Figure 2 also shows a poster shared at an internal dissemination event (**Duffy et al., 2024**).

Reflections

Our approach to creating ARTs differs from the way the concept has been applied in fields such as marketing, health and sciences. The authors hold the position that we can't 'own' knowledge in the ways that have been the case historically. Knowledge creation is a socially constructed process and personal in its meaning (**Dismore et al., 2024**), which is visible in the contextualised way that research knowledge has been facilitated via these initiatives. ARTs encourage us to ensure that there is a relational response to knowledge exchange, to provide balance with the performative and neo-liberal agendas.

Our work aims to build upon the early work of Tynan and Garbett (**2007**) in fostering collaborative research practices by focusing specifically on the barriers faced for dual-role professionals in academia. Several specific mechanisms have been implemented to address power imbalances and

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promote a more equitable and relational research culture. We concur with Feng et al., (**2023**) and Hickey et al., (**2023**) that enacting a relational approach to knowledge exchange, or any academic development, needs institutional support, which remains challenging within the current HE agenda.

Early findings suggest that the democratic formation of ARTs is contributing to a reduction in research anxiety among participants. The team is guided by a 'facilitator' whose role is to ensure that the views and ideas of all collaborators are captured. The only stipulation is that each group convenes or communicates regularly which has generally resulted in monthly meetings. In five of the seven current projects, there was a gradual introduction of deadlines and tasks to be completed. Early meetings focused on building trust and sharing views, experiences, ideas and interests in the research area. This collaborative foundation enabled colleagues to collectively establish task deadlines based on their discussion and reflections. Facilitating a change in culture must allow time for dual professionals to make the alignment between their positioning as teachers and social workers to academic researchers in their field, with the capacity to create knowledge rather than simply consume or re-state it. The setting of small tasks to be worked upon between meetings has been essential to making progress. Progress is not about 'task and finish' in the early months, it's about checking in and feeling able to say, 'I haven't managed to get it all done, but I managed *this'*. Incremental progress, i.e., managing *something,* is more than would have happened without the team. Two of the earlier established teams are now gaining pace after several meetings. Key messages for ARTs as a process for academic development include:

- Time to engage with an ART must be embedded into academic workloads

- Supporting a relational approach to academic development and knowledge exchange requires time and trust to foster cultural transformation

Recognising that leading research and knowledge exchange activity happens at all levels of academia. As with all research and initiatives, limitations of the ART model have been identified. The challenge of sustaining momentum beyond initial enthusiasm and 'quick wins' is one that will need to be monitored if the initiative is to be embedded in the ways of working within and outwith the institution. In the current difficult climate both in higher education and in schools, there are also resource implications for staff, along with succession planning, onboarding new staff, long-term management of data, analysis and momentum towards dissemination and outputs. Within this bubble of goodwill, there will also need to be an ethical strategy for acknowledging contributions from staff

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who may move on from the project. The British Educational Research Association (**BERA, 2024**) is clear that collaborative research such as in this case, that all who have made a contribution should be credited or acknowledged. This provides a challenge to traditional concepts of first authorship and participant anonymity, troublesome ideas in participatory approaches.

Critical consideration also needs to be given to balancing inclusivity with research quality. The FPR model is based on facilitation by a knowledgeable facilitator. Despite the democratic and flat structure of power within a group such as this, there must be, for the sake of research quality, a level of accountability and quality assurance. It will be vital to ensure that the outputs reach a level of quality that can be deemed equivalent to more standard approaches, which tend to be led by a Principal Investigator or Co-Investigators, working to a transparent project plan that can withstand academic peer-review. Even solo postgraduate researchers have supervisors and academic monitoring, and all research must demonstrate its ethical credentials: in the case of education research, to the 'community of educational researchers' in line with the BERA (**2024**) ethical guidelines. There must be an ethical and quality assurance fulcrum, albeit one that is neither gatekeeper nor barrier but is centred around the understanding that no transfer of knowledge happens without a strong relational foundation (**Sidorkin, 2022**).

Questions of scalability and transferability have also warranted discussion in relation to ARTs. The model itself has value and is manageable within the dimensions described here. Replication elsewhere would be a compliment to the initiative, but interdisciplinarity and cross-disciplinary approaches may require a different approach. How might different disciplines conceptualise and operationalise research approaches inspired by this initiative's vision of the transformative potential of structured collaboration? In a professions-facing team such as this, opportunities for colleague growth and development are as important as the research. Might that be different for other research areas?

Looking Forward

From the authors' perspectives, there are many opportunities for future development and growth of the ARTs initiative. It needs to be planned into the institutional workloading framework and programme review. The cost of staff time to engage in additional research activity cannot be underestimated – ARTs members need to be able to utilise whatever research and scholarly activity or professional development time available to them. In a similar vein to the 'publish or perish' adage, time that is not used will be subsumed elsewhere.

Promoting a vision of research engagement that 'it is a process rather than an event' is essential to ensuring that the researcher training aspect of ARTs remains sufficiently flexible and responsive to the specific needs of practitioner-researchers. This needs to be team and project focused and recognise existing talent and expertise. A one-off initiative is not enough: it needs to be part of a formal research culture strategy and integrated into frameworks such as the Vitae Researcher Development Framework (RDF) (**CRAC, 2025**), which is structured into domains covering the knowledge, behaviours and attributes of researchers.

The potential adaptations and improvements need to be considered, ideally with a formal evaluation not only of the ARTs projects, but of the initiative itself if the effectiveness of ARTs to increase capacity and collaboration is to be part of recommendations for other faculties and institutions.

The ARTs development journey so far has been based partly on a shared vision of the importance of authentic practice-led research, and partly in response to wider debates around developing research culture, especially those that present a conceptualisation of research culture that lacks diversity. Supporting practitioner-researchers through facilitated, practice-led initiatives has the potential to enhance both individual development and a more inclusive institutional research culture, particularly in teaching-intensive settings. Drawing together these threads, we can now reflect on the broader significance of this work.

Concluding Thoughts

In conclusion, the ARTs approach presented here makes a significant contribution to not just the way that we understand our own faculty research culture, but also to articulating the challenge of understanding and developing research culture in teaching-intensive and practice-led contexts. By acknowledging and addressing the unique challenges faced by professions-facing academics transitioning to scholarly identities, the ARTs model demonstrates how institutional research culture can be transformed from the grass roots. Our work advances the field by providing a practical framework that bridges the persistent gap between practice expertise and academic research requirements, democratising access to research engagement through collaborative, scaffolded participation. As we have shown, this approach validates practitioner knowledge as a foundation for scholarly inquiry while addressing the structural barriers of time constraints, research anxiety, and imposter syndrome that disproportionately affect teaching-intensive faculties such as ours. The implications of our more inclusive and relational conceptualisation of research culture have the potential to extend beyond initial teacher education, offering insights for others seeking to develop

authentic, practice-led research communities. The ARTs model ultimately demonstrates that by valuing both practical and scholarly expertise, it is possible to foster a more equitable, sustainable and dynamic research culture, which values collective knowledge creation as well as individual academic identities. Most importantly, it honours research focused on the issues that are most relevant to our professions-facing community.

Acknowledgements

List of Images

Figure 1: Live illustration captured from in-person Research Roundtable © University of Sunderland.

Figure 2: Poster sharing Agile Research Teams development in 2024 (Duffy, Hidson & Deacon, 2024).

Figure 3: 20 Questions Prompts.

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Appendix

The '20 Questions' prompts provided on printed sheets around the room at the Research Culture Roundtable (RCR) in-person event.

Figure 3: 20 Questions Prompts.
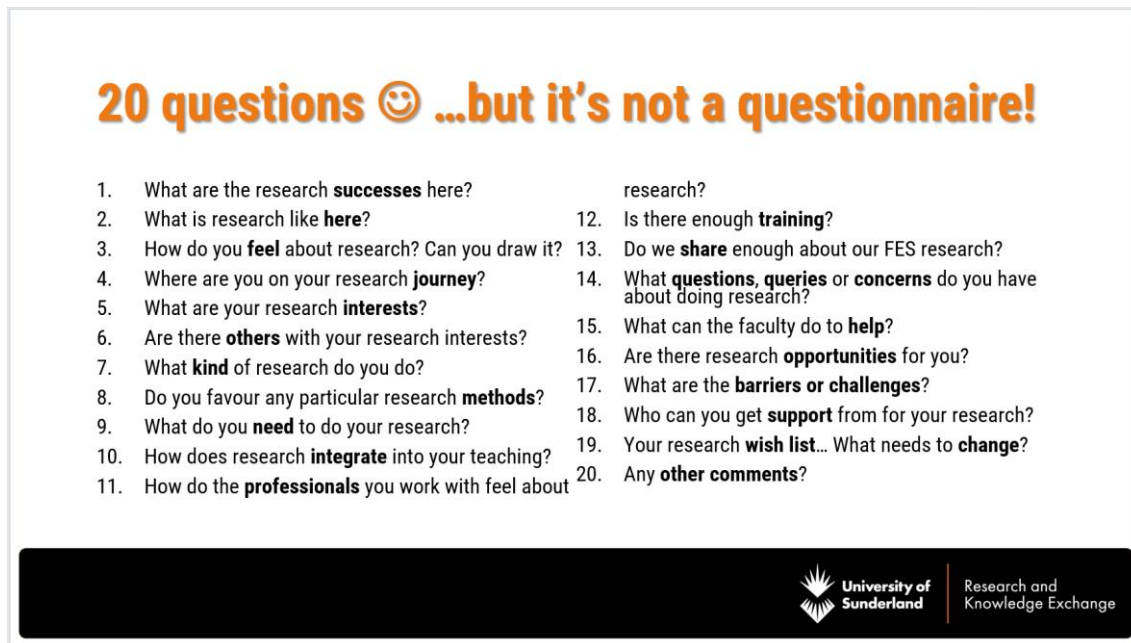
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