



Building the research disposition of teachers through pedagogical documentation

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Malaguzzi (1982, in Hoyuelos, 2013) used to say that it is much easier for a snail to leave traces of its own path than for a teacher to leave the traces of her work. In this simple way, the author raises one of the fundamental concerns about the teaching role and obviously in relation to the pre-service and permanent teacher training: the teacher's vision as a researcher in her own context (Stenhouse, 1984). Is this way of understanding the teaching profession in pre-service education being integrated? Or are we placing "old heads on young shoulders", as Kemmis (2012, p. 158) suggests? Education is burdened with old traditions where the image of teaching was defined almost exclusively by information transmission, not knowledge. However, since the late nineteenth and early twentieth centuries, important studies were published suggesting that education improvement requires teachers to incorporate pedagogical and psychological theory in the analysis of teaching and learning processes (Korthagen, 2008).

This research, supported by the University of Malaga and Spanish Government (FPU 17/03577), incorporates the concept of practical knowledge to understand the complexity of the teaching profession and, therefore, its evolution (Pérez Gómez, 2012, 2017). We understand practical knowledge as the conglomerate of attitudes, emotions, values, skills and knowledge that are put into play, automatically and unconsciously, in action and educational analysis (the so-called theories in use by Argyris, 1982). Therefore, we need to incorporate experiences in teacher training that make visible, mobilize and make possible the reconstruction of this practical knowledge through reflective and inquiry processes. When this process takes place, we can affirm that teachers are reconstructing their knowledge and experiences through the development of practical thinking. This concept refers to the "conscious, reflective, contrasted and reposed reconstruction, of this



same system of understanding and action that includes both knowledge in action and reflexive knowledge about the action" (Pérez Gómez, 2017, p.17).

How can we design experiences that promote the development of practical thinking and incorporate research on one's own practice in teacher education? From this point of view, this paper shows part of an investigation that seeks to know in what sense, introducing pedagogical documentation as a methodological axis in the Degree in Early Childhood Education, makes visible and mobilizes pre-service teacher's practical knowledge. We understand the pedagogical documentation as a systematic collection and exposition process (Hoyuelos, 2013) of photographs, recordings, materials, videos, conversations, etc. that enlighten "flashes in the complexity of learning and students" (Krechevsky, Mardell, Rivard, & Wilson, 2013, p.58)

And why do we mention pedagogical documentation? Because, as the intense and rich experience of the Reggio Emilia schools shows, pedagogical documentation is a way to see teachers as theory-builders, as explained by Giudici, Krechevsky, and Rinaldi (2016):

Encourage teachers to go from simply executing predefined programs to become authors of their pedagogical trajectories and processes could contribute, at least in the field of pedagogy, to overcome the arrogant idea of constantly separating the theory of practice and the culture of practical fields (p. 145).

Therefore, inviting students to observe children places them in a position to do qualitative research "with and not about" childhood. "Thus, [...] it is oriented as a collective search for insight and understanding so that we might more closely align ourselves with children's own experimentations, research pathways, and ways of being and knowing" (Kind & Argent, 2017, p.86). This understanding is not carried out in an assertive or universal way, since it is provisional and contingent to learning events, since "understanding means being able to develop an interpretative 'theory' , a narration that gives meaning to the events and things of the world" (Dahlberg & Moss, 2010, p. 98).

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