

A Living Educational Theory research approach to CPD for professional educators accepting responsibility to develop praxis with phronesis fit for an unknown future.

Workshop presented 11th September 2021, to a SY.N.THE.SI. The Heuristic Teachers' Society 2021 Conference on 'An Outlook in the future: Education in 2030 and the role of the Teacher as a Professional.'

Workshop leaders

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This workshop will be of particular interest to professional educators and other educational-practitioners who want to develop their CPD programme focused by their professional responsibility to improve their educational praxis with phronesis and contribute to: the evolution of a professional international educational knowledgebase; the development of educational practice, policy and theory within their employing organisation/institution and; local, national and international discourses concerning the development and implementation of educational policies fit for a future where humanity flourishes.

Living Educational Theory Research (Whitehead, 1989, 2019) is a form of professional practitioner, self-study educational research. This is a process of improving practitioner's professional practice that supports them in realising their educational responsibility as a professional. This responsibility includes the generation and sharing of knowledge that takes their field forward with values which carry hope for the flourishing of humanity.

The focus of the workshop will be on participants becoming acquainted with a Living Educational Theory Research approach to Continuing Professional Development (CPD) and resources they can access for use subsequently. The workshop leaders will invite participants into an educational research conversation to share understandings of education as a values-laden practical process and the implications for improving

educational practice and CPD of professional educators. The workshop will stress the importance of enhancing professionalism in education for the development of teaching as a nationally and globally recognized and respected profession and protecting the future employment of teachers as professionals.

The workshop will begin with a practical introduction to Living Educational Theory Research. The format of the workshop will include drawing on the knowledge and expertise of participants, presentation of information and facilitation of educational conversations by the workshop leaders.

Participants will be expected to share with the group what area of their practice they want to improve. The format of the workshop will be developmental taking participants on a journey from developing a question that is important to them concerned with improving their practice, to formulating the first steps they could take to systematically begin to explore their question and how they can develop their living-educational-theory research and make a contribution to a global educational-practitioner knowledgebase. During the session participants will expect to cooperate to extend their own knowledge and that of the group of:

- Educational research literacy (including ideas drawn from Szplit & Boyd (2022), edited book, *Developing Teachers' Research Literacy*).

Research literacy involves both understanding the contributions that research can make to improving practice and generating an explanation of educational influences in one's own learning, in the learning of others and in the learning of the social formations that influence practice and understandings (Whitehead & Huxtable, 2022)

- The use of various research methods such as those developed in Action Research, Narrative Enquiry and Auto-ethnography.

Living Educational Theory Research uses existing research methods where applicable in an inquiry of the kind, 'How do I improve my professional practice?', as well as having to generate research methods, such as empathetic resonance with digital visual data, where no existing research methods are appropriate. Action-reflection cycles are

often used in inquiries of the kind, ‘How do I improve my professional practice?’ An explanation of educational influence in learning is often presented as a narrative. Many living-educational-theories are influenced by auto-ethnography in the sense that the individual researcher includes explanations of how they are influenced by socio-cultural and sociohistorical influences.

- Data collection and analysis and how digital, visual data of practice can be used to clarify and communicate the life-enhancing ontological and relational values that give their professional practice meaning and purpose that they use as explanatory principles of educational influence and standards of judgment. This includes, how to produce and make public multi-media valid explanations of educational influences in learning as contributions to professional knowledge with values of human flourishing.

When teacher-researchers are urged to publish their writings there is an issue about a limitation in a purely text-based publication in communicating the meanings of the embodied expression of values. We have illustrated this limitation in the following presentations. The first is a multi-media text. The second is the printed text that conforms to the requirements of a Conference Proceedings and which cannot publish digital visual data as evidence in an explanation of educational influences in learning:

Whitehead, J. & Huxtable, M. (2006) How are we co-creating living standards of judgement in action-researching our professional practices? Multi-media text presented at the World Congress of ALARPM and PAR 21-24 August 2006 in Groningen. <https://www.actionresearch.net/writings/jack/jwmh06ALARPMmulti.pdf>

Whitehead, J. & Huxtable, M. (2006) How are we co-creating living standards of judgement in action-researching our professional practices? Printed text in the Conference Proceedings of the World Congress of ALARPM and PAR 21-24 August 2006 in Groningen. <https://www.actionresearch.net/writings/jack/jwmhalarpmttext06.pdf>

- Where to find support and information following the workshop.

- i) Creating and sharing living-posters from:
<https://www.actionresearch.net/writings/posters/homepage2021.pdf>

- ii) Papers from the archive of publications of the Educational Journal of Living Theories (EJOLTS), 2008-present at:
<https://ejolts.net/current>

- iii) Master's and doctoral Living Educational Theory dissertations and theses from:
<https://www.actionresearch.net/living/living.shtml>

- iv) Free copy of Jack Whitehead's 2018 book on Living Educational Theory (Living Theory) As A Way of Life from
<https://www.actionresearch.net/writings/jack/jwbook2018LTR.pdf>

References

- Huxtable, M. (2012) *Thesis, How do I Evolve Living-Educational-Theory Praxis in Living-boundaries?* PhD, University of Bath. Retrieved 30 August 2021 from <https://www.actionresearch.net/living/mariehuxtable.shtml>
- Szplit, A. & Boyd, P. Eds, *Developing Teachers' Research Literacy* – in press.
- Whitehead, J. (1989) Creating a living educational theory from questions of the kind, "How do I improve my practice?". *Cambridge Journal of Education*, 19(1), 41-52.
- Whitehead, J. (2018) *Living Theory research as a way of life*. Bath, UK: Brown Dog Books. Free to download from <https://actionresearch.net/>
- Whitehead, J. (2019). Creating a living-educational-theory from questions of the kind, 'how do I improve my practice?' 30 years on with Living Theory research. *Educational Journal of Living Theories*, 12(2), 1–19.
- Whitehead, J. & Huxtable, M. (2022) Enhancing research literacy in masters' professional development programmes for educators: A Living Educational Theory Research approach, in Szplit, A. & Boyd, P. Eds, *Developing Teachers' Research Literacy* – in press.