

Developing professional learning to generate values-laden knowledge, which contributes to the common good.

Marie Huxtable

Paper presented at IPDA conference 2023

Marie_huxtable@yahoo.co.uk

<http://www.spanglefish.com/mariessite/>

Accepted proposal

‘Professional learning’ appears in many national policy documents and practitioners are exhorted, or even required, to engage in such. However, ‘professional learning’ often comprises, primarily, lists of training activities intended to improve the skills and career prospects of the practitioner. There is comparatively little focus on practitioners learning to improve their abilities to realise their values-laden, ethical responsibilities as professionals. Such responsibilities include developing professional learning through collaboration and learning with and from other professional practitioners, to generate values-laden knowledge, which contributes to the common good. This is of contemporary global concern e.g. <https://www.magna-charta.org/>

Practitioners working in diverse contexts have generated, over decades, such knowledge in the process of researching their practice to understand and improve it and create valid values-laden explanations of their educational influence in their own learning, the learning of others and the learning of the social formations, which form the context of their practice. To serve the common good they have made the knowledge generated public in various forms, e.g. doctoral theses, publications and conference presentations.

These accounts will be drawn on to illustrate how practitioners engaging in Living Educational Theory Research have developed their professional learning through collaboration and learning from and with other professional practitioners. They realised their professional responsibilities to research their values in practice to improve the educational, values-led, influence they have in the learning of people and communities to flourish and help others do so too. They contributed to the growth of a global educational knowledgebase for the benefit of all.

Framing within contemporary current issues and debates

- The fifth-ever European Congress on Global Education ... a joint initiative of the Council of Europe's North South Centre and the EU's Global Education Network Europe (GENE) with the aim of building broader and deeper political support and commitment to global education.
- UNESCO Sustainable Development Goal 4: 10 targets encompassing many different aspects of education.
- Professionalism and values-led professional development
- What constitutes professional practitioner educational research that generates educational knowledge for the common good and contributes to the growth of a global educational knowledgebase to inform Humanity learning to flourish

Research questions

- How have professional practitioners realised their responsibilities as professional practitioners and global citizens by engaged in Living Educational Theory Research and helping others do so too?
- How can institutions of Education engage students and educators in an educational curriculum which enhances their life-long learning to live humanely, satisfying, productive and worthwhile lives and help others learn to do so too?
- How can professional bodies support their members to develop their professional learning to realise their values-laden responsibilities as professional practitioner and global citizen – and help other professional bodies do so too?

Methodology, methods

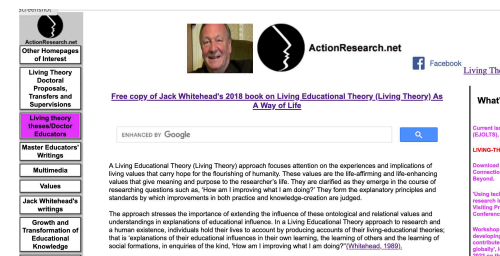
Methodology

- Living Educational Theory Research

Methods

Illustrative examples:

- Living-posters
- Analysis of digital data using empathetic resonance
- Living Educational Theory TASC



Data sources

- Masters,
- Doctoral theses,
- Publications,
- Conference presentations

All freely accessible from websites such as:

<https://actionresearch.net/>

<http://www.spanglefish.com/mariessite/>

<https://ejolts.net/>

How have professional practitioners realised their responsibilities as professional practitioners and global citizens by engaged in Living Educational Theory Research and helping others do so too?

Illustrated by the work of:



Swaroop Rawal — Awarded DLit by Worcester University, UK | Actress & Educator | Gujarat Founder of Early Childhood Association, India | Non-government member of Central Advisory Board of Education, India

An Interface: How do I Overcome Challenges to Justify and Communicate Claims to my Educational Knowledge and the Educational Influence of my Practice? (2018)
[Educational Journal of Living Theories EJOLTs 11\(2\), 65-89](#)

The Role Of Drama In Enhancing Life Skills In Children With Specific Learning Difficulties In A Mumbai School: My Reflective Account. (2006) [PhD thesis](#)



Mark Potts — Promoting deliberative democracy | Global citizen | Co-organiser of the Salisbury Democracy, UK Café

How can I live my life as a living-global-citizen? From action research to political activism? (2019)
[Educational Journal of Living Theories EJOLTs 12\(2\), 20-35](#)

How can I Reconceptualise International Educational Partnerships as a Form of 'Living Citizenship'? (2012)
[PhD Thesis](#)



Arianna Briganti — Dame of the Order of the Italian Republic | Development Socioeconomist | Founder NOVE Onlus

As a development economist how do I contribute to the establishment of the human capabilities of the people I work with in developing countries? Generating my own living-theory: An interim report (2015)
[Educational Journal of Living Theories EJOLTs 8\(2\), 76-89.](#)

My living-theory of International Development. (2020) [PhD thesis](#)

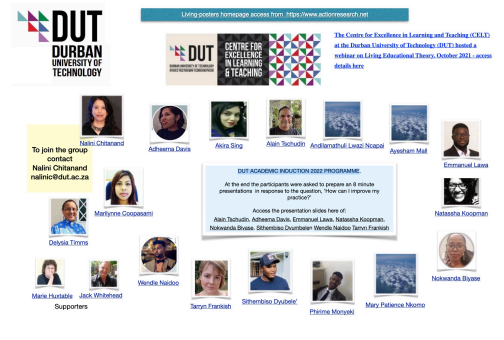
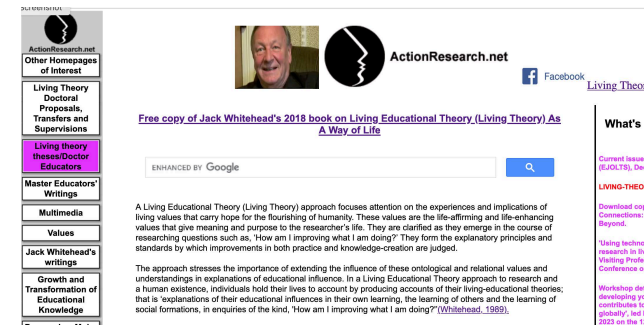
More to be found on <https://www.actionresearch.net/writings/posters/homepage2023.pdf>

How can institutions of Education engage students and educators in an educational curriculum which enhances their life-long learning to live humanely, satisfying, productive and worthwhile lives and help others learn to do so too?

Schools as Institutions of Education

Illustrative examples:

- Primary School - Joy Mounter - As a Headteacher Researcher how can I demonstrate the impact and self-understandings drawn from Living Theory Action Research, as a form of Continual Professional Development in education? (2012) [Masters Dissertation](https://actionresearch.net/writings/tuesdayma/joymounterull.pdf) (Skeleton Key Curriculum - Living the Values We Believe In, p.98) <https://actionresearch.net/writings/tuesdayma/joymounterull.pdf>
- MA Values-led Leadership
- Secondary School Sally Cartwright – How can I enable the gifts and talents of my students to be in the driving seat of their learning? (2008) [Masters Unit](#)



Universities as institutions of Education

Illustrative examples:

- University of Bath, UK, [Living Educational Theory Research Masters](#) and [Doctoral programmes](#)
- Durban University of Technology, SA. [Academic Induction Programme](#)

How can professional bodies support their members to develop their professional learning to realise their values-laden responsibilities as professional practitioner and global citizen – and help other professional bodies do so too?

- Support and promote collaboration between professional values-led bodies and networks and their members to develop professional, values-led learning and research to generate values-laden knowledge, which contributes to the common good

Illustrative examples:

- IPDA – International Professional Development Association – <https://ipda.org.uk/>
 - ATEE – Association for Teacher Education in Europe – <https://atee.education/>
 - BERA – British Educational Research Association – <https://www.bera.ac.uk/>
 - ANGEL – Academic Network on Global Education & Learning – <https://angel-network.net/>
 - GENE – Global Education Network Europe – <https://www.gene.eu/>
 - MCO – Magna Charta Univesitatum Observatory – <https://www.magna-charta.org/>
 - UNESCO – United Nations Educational, Scientific and Cultural Organization – <https://www.unesco.org/en/brief>
- Connect with other professional bodies to realise their values-laden purposes by developing their professional learning to research into their practice to generate and make public their valid explanations of their educational influence in their own professional body, the learning of members and the learning of other professional bodies realising their values-laden purposes
 - Encourage, validate and make public professional practitioner's educational research and learning through the conferences, workshops, journals of professional bodies

Provocation

We each have responsibilities:

- as practitioners to the social formations, professional bodies and networks, which form the context of our practice and
- as professional practitioners and global citizens to ourselves and Humanity,

to develop professional learning and generate values-laden knowledge, which contributes to the common good – and help others do so too?