

**How do I come to understand my shared living educational standards of judgement in the life I lead with others? Creating the space for intergenerational student-led research**

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## **Abstract**

In this account I describe how the shared life that I lead with my husband Simon transforms itself into a loving energy that emerges in our educational practice. This loving way of being emerges as the energy that drives me to transform the social formation of the school to work alongside student researchers in an intergenerational and sustainable way.

These living and loving standards of judgment are shared between us, asking the other to be the best that s/he can be and valuing the contribution that s/he makes. I live out an inclusional way of being that extends across the professional and personal domain, asking me to be responsive to the others with whom I share this life.

This account attempts to explicate the emergence and significance of these standards between those in my life.

The boundaries shared between participants on this journey are fluid and dynamic. They are permeable, yet also recognise the limitations of certain relationships into impermeable boundaries.

In the current debate about personalised learning within education, I see a new language of education emerging, shared between school and student researchers that places learning at its heart. I am supporting Schon's (1995) call for the emergence of a new epistemology for educational knowledge with the expression and clarification of new living standards of judgment that can contribute to enhancing educational space.

### Key acronyms used

H.E. Researcher	Researcher employed in Higher Education
DCSF	The Department for Children, Schools and Families (formerly DFES)
DFES	The Department for Education and Skills (until 2003)
The KS3 strategy	The Key Stage 3 strategy for 11-14 year olds introduced in 2003 across the Foundation subjects
BECTA	The British Educational Communications and Technology Agency
SaRs	Students (working) as researchers
BPRS	Best Practice Research Scholarships
AST	Advanced Skills Teacher
NQT	Newly Qualified Teacher
UNICEF	The United Nations Children's Fund
CPD	Continuing Professional Development
KEEP toolkit	Knowledge Exchange Exhibition and Presentation: a set of tools that enable faculties and students to create succinct Web-based representations of aspects of teaching and learning so they can be shared with others
(1)	First-generation student researcher
(2)	Second-generation student researcher



## Chapter 1: Framing the enquiry

I am sharing this writing with you as a creative response to the emergent loving nature that I share with my husband and the significant others with whom we share our lives, in order to show how our relationally dynamic standards of judgement allow us to live, love and learn with others. I wish to show you how embracing this way of living has brought about learning in an intergenerational way: with student researchers, teacher-researchers, H.E. Researchers and the school.

Intergenerational I define as children and adults of different ages, backgrounds and experiences coming together to research.

I aim to show you, through a multi-media perspective, how I can come to understand myself and my relationship with significant others within the shared space that we occupy. I also aim to share with you how boundaries between these individuals have evolved through the participants' shared love of enquiry into the world. It is this shared journey, embracing relationships of trust with the other, which allows us to rediscover the pleasure in one's chosen life. I share a rough story of self that will demonstrate how, despite tension and disappointment, I am able to maintain and respond to a shared life-affirming energy that gives me motivation for what I do.

I aim to show how a loving form of life-affirming energy can exist between individuals, within a school and within a marriage. I believe to be making a contribution to an emerging epistemology of educational knowledge shared between people in a loving way.

The first part of my reflections of my *life in networks* (Farren, 2005) is made during a difficult year of transition for myself, as I moved into a new role as Department Leader in a new school. When I now look back at this writing, I see the tension between these key narratives of ruin and what follows. I do not see the same level of responsiveness within this first part, and have struggled to let it remain as part of the text I now share. As my tutor Jack Whitehead said, I must however embrace this early part of my writing as it reflects who I was at that time. To alter it would be to alter who I was and the truth of the account that I am sharing with you as my reader. I would be offering you instead a distorted view that would undoubtedly show a smoother story of self; looking back through rose tinted glasses.