# Chapter One

# The Inquiry Problem with its Significance and Conceptual framework

> **Self-knowledge is the beginning of wisdom and therefore the beginning of transformation or regeneration (Krishnamurti 1975, p. 43).**

This self-study began with my intention to understand my embodied lifelong learning as an international educator more fully, and to develop my ability to share this knowledge with other professionals and academics. The development of discursive consciousness (Elliott 1998) of my embodied experience has been a long and an ongoing process comprised of mutual interaction between the self and the context. This introductory chapter presents the professional significance; the conceptual framework and meanings of the main concepts used in this study.

## Personal and Professional Significance of the Study

The desire to understand my personal and professional self fully first arose in the eighties when I noticed that in addition to my technical competence, my character seemed to influence clients considerably (**see appendix 3).** Although I was interested in understanding my I/self through a proper inquiry, I did not have the opportunity, knowledge and skills to undertake this task. The recent interest in the studies of the lives of educators (Cater and Doyle 1996; Goodson and Hargreaves 1996) and the emergence of self-study as a new research methodology (Soler et al 2001; Whitehead 1993) provided me with the opportunity to undertake this task. In addition to offering me the opportunity to understand my professional self more fully this dissertation has the potential to make the following professional contributions.

First, we know little about the professional lives of educators generally. This dissertation provides useful knowledge of my professional life in a variety of roles and contexts.

Secondly, my three dissertations (Punia 1978, Punia 1992 including this dissertation) make useful contributions towards the professional literature on technical and vocational education in the international context. My MA dissertation (Punia, 1978) integrates curriculum, educational technology and staff development to provide a useful guide for the planned development of education. My MPhil Dissertation (Punia, 1992) presents the application of research on teachers' thinking to generate a model of school-based curriculum development as a form of collaborative action research. In Punia (1978 & 1992) I constructed mental models to enhance efficiency in the execution of tasks. This dissertation presents a mental model of my professional self as an international educator.

Thirdly, this dissertation is a timely response to a current professional need in education. We need living educational theories of lifelong learning of professional educators to understand and promote lifelong learning in education in the future. According to (Bloomer and Hodkinson 2000) *"In an age that rhetorically espouses lifelong learning, the longitudinal development of individual learning careers must be the central academic and policy concern."* (P.596). This dissertation presents successful lifelong learning of an international educator with the following abilities identified in (Young 2000). According to Young (2000) successful lifelong learners can:

**Conceptualise what they do and know by seeing it as part of the whole;**

**Apply what they know in situations and in the process be able to review their previous knowledge;**

**Connect what they know to knowledge of other specialists, whether in institutions, educational workplaces or elsewhere (Young, 2000- p. 109).**

Fourthly, this dissertation offers a new strategy of international aid in education to enhance sustainability of aid and to promote international cooperation. This dissertation shows how I used collaborative action research with international teams to solve local problems. This approach improved the sustainability of development work and provided project participants with the opportunity for their professional development.

Fifth, technology alone does not solve the human problem of working and living together. Without such commitment action research has little meaning. This dissertation shows how I integrated my spiritual values with technical competence to generate mutual cooperation and trust.

Sixth, this dissertation shows that in the context of lifelong learning in all contexts teachers will become professional educators with specialisation in continuous learning and teaching using their own knowledge and strategies. They will no longer be technicians executing other people's ideas and strategies. This dissertation presents my living educational theory as such a professional educator.

Last, but not least this dissertation offers my living educational theory consisting of my personal actions, learning and change to provide an epistemology of international education in the context of international aid.

## The Conceptual Framework

The following organising framework is derived from personal experience and relevant professional literature such as Senge (1990), Covey (1992), Senge et al (1999), Whitehead (1999), Bloomer (1997), Young (1998, 2000) and several other educators. Covey (1992) and Senge (1990) hold a mechanistic view of life and knowledge to present propositional knowledge. Like me, Senge et al (1999) and Whitehead (1999) present an organic view of life and knowledge. Senge et al (1999) present development through tensions in the positive and negative forces in contexts. Whitehead (1999) conceptualises self-development in eradicating contradictions between one's espoused theories (values) and theories-in-action (practice).

In **figure one** I perceive my professional self as the outcome of dialectical relationships amongst my various selves/biographies, contexts and roles (Carter and Doyle 1996). In the light of my spiritual values and changing professional concerns the three components moved forward to maintain harmony and to create my CV of lifelong learning.
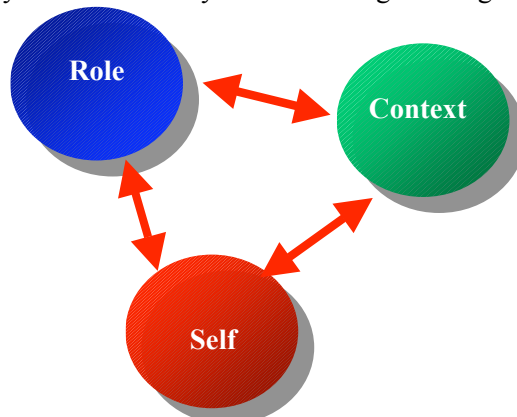


**Figure. 1- The Conceptual Framework**

**Figure 2** presents the dynamics of the conceptual framework, explaining the interaction amongst its three components during my lifelong learning and the direction of change. It presents the journey of dualistic thinking towards holistic thinking.
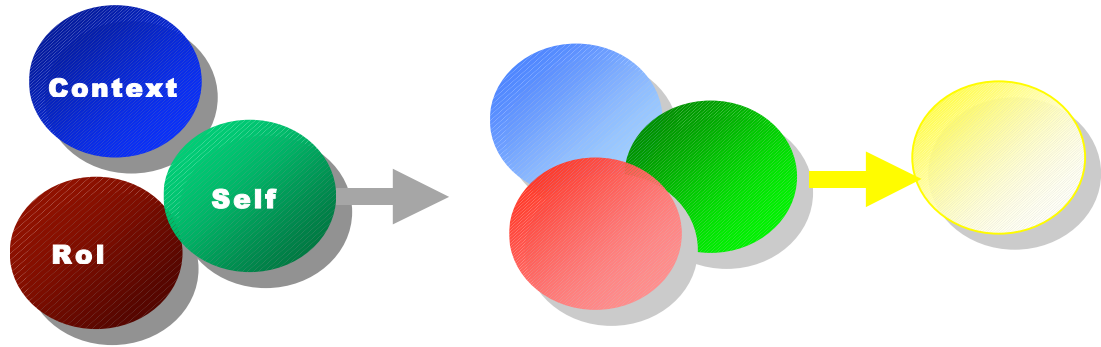


## <u>Figure 2- Dynamics of the Conceptual Framework</u>

To provide movement the perceived context exerted positive and negative influences on my self/biography in interaction with my various roles. The disjuncture (Jarvis 1999) between the role requirements and my biography provided need for continuous growth in my self/biography. The spiritual values and professional concerns provided the energy and direction for the development of my professional selves.

The journey in my personal and professional growth began with the perception of duality between my I/self and my context with separation amongst I/self, role and context as shown in the left side of **figure 2** above. It gradually moved towards an overlap between the three components in the middle part of the **figure 2** and finally to seek unity of the personal self with the universal self/context as shown in one circle on the right side of **figure 2**. However, this unity between the self and the context remains incomplete and **figure 2** is an attempt to simplify my spiritual perspective on life explained in the next paragraph.

A close observation of life indicates that the difference between the personal self and the universal self is a mental construct. We are part of the whole, but our mind experiences duality. As such interaction amongst the three components in **figure 2** implies struggle/living contradiction providing motivation to learn and to accumulate knowledge. Search for knowledge ends when the personal self understands its true nature and looses its individuality into the universal self. According to the spiritual literature and my spiritual

master this is the ultimate goal of spirituality. The meanings of the salient concepts used in the above framework are explained next.

## The Main Concepts Used in the Framework

### The Context

In this section I have attempted to define the term context; explain the need for sensitivity towards contexts and offer my way to develop this sensitivity. With rapid social, political and technological changes in the world, sensitivity to context has assumed special importance (Crossley and Jarvis 2001& Kakabadese 2001). Kakabadese (2001) expressed its importance as follows.

**Continuous attention to context is a must. Responsiveness to context requires a mindset of continuous development, whereby the individuals in conjunction with their colleagues, need to be ready to adjust and change their skills and approach according to their needs and demands of stakeholders. Searching for leaders who display pre-determined capabilities means little in today's world". (p. 4).**

Understanding context is like understanding life itself. The context is difficult to define and different writers have defined it differently. In this dissertation I have adopted a *cosmic perspective*. In this conception the whole context of our existence is universe. Within the universe, the planet earth provides context to the various countries; countries provide context to various institutions providing context to departments to classrooms and so on. Hence, context is a dynamic concept at various levels of the structure of the whole. Furthermore, the perceived context, including perceived opportunities and constraints, varies from individual to individual. The perceived context governs individual actions and it is liable to change with learning.

In addition to political and economic dimensions, culture is a significant dimension of a context, but it is another difficult concept to define. I understood culture of a country from its historical past and by observing the shared ways of living in the present. See **appendix 19** for my modest understanding of the contexts of the countries I inhabited as an international educator. The common problem of these countries was to live and work together with cultural differences amongst their people.

The work of international consultants becomes meaningful only in specific cultures. For instance, I found it very difficult to encourage teachers in Western Samoa to use the questioning technique in teaching. In their culture children were not encouraged to ask questions: children were expected to obey the instructions of authority figures. Jackson (1993) also suggested that any manager working in a different culture should examine the '3 c s' of context, content, and conduct. This dissertation presents an interesting case study in which I learnt to be sensitive to contexts with exposure to extensive international experience. For me contextualising means defining and solving problems with adequate contextual understanding, which is always incomplete. In my professional life my contextual knowledge expanded greatly from classrooms to departments to institutions to countries to global living.

## The Curriculum

The following historical account of personal experience of curriculum development is intended to assist the reader to understand my work in various roles at different times and places presented in the forthcoming chapters. The reader will find various models of curriculum development presented in the following narrative in forthcoming chapters of this dissertation.

Curriculum as a concept has changed dramatically from its beginning in the context of formal education to the concept of life-long learning in all contexts. It has changed from curriculum as preparation for life to curriculum for making life (Tickle 2001, Marland 2001). It has taken me a lifetime to understand curriculum as a field of study. Professional educators might be called curriculum developers engaged in the identification, creation and use of learning opportunities for themselves and for others. This dissertation aims to show that my CV is the living curriculum in my lifelong professional learning and in this context curriculum has no boundaries as conceptualised in ( Sears and Marshall 2000).

Historically, during my professional life, the concept of curriculum in formal technical education began with the prescribed content/knowledge in the form of topics and subtopics often called syllabuses. Later curriculum format changed according to the Tyler model (1949) and its later variations (Wheeler 1967, Kerr 1968, the TEC model 1974, Taylor and Richards 1985). Tyler (1949) conceptualised curriculum as planned learning experiences in schools including four interrelated components: objectives, content, method and evaluation. For centralised curriculum development and for goal-oriented vocational and technical

education this model provided a good fit but it failed to fit the teachers' perspective of curriculum development. For example, it did not cater for variations in contexts and teacher abilities (Punia, 1992).

Stenhouse, (1975) was critical of the Tyler model (1949) for general use in education and he introduced alternative models such as the 'Process' model and 'Research and Development' model which later developed into Action Research (Elliott 1991). Recently in competency-based assessment, (Hodkinson and Issitt, 1995; Mansfield and Mitchell, 1996) the onus of curriculum development is placed on the student.

During my studies for the EdD at the University of Bath, I became familiar with the work of such writers as Kessels & Plomp (1999), Young (1998), Elliott (1998), Whitehead (1999) and Bloomer (1997). Kessels and Plomp (1999) integrated the 'systems approach' with the 'relations approach' in industrial training. In Curriculum for the Future Young (1998) introduced the concept of integration of different types of knowledge in schools. Elliott, (1998) conceptualises curriculum as a social experiment in solving real life problems in secondary schools and Whitehead (1999) conceptualises curriculum embedded in the work of professionals as a form of self-study as in this dissertation. In the context of FE/HE students, Bloomer (1997) conceptualised curriculum as interaction between the student and the learning contexts generated by teachers.

With the advent of the concept of lifelong learning, curriculum is no longer perceived as learning in schools. It includes learning throughout one's life and in all contexts. Whitehead (1999), Bloomer, (1997), Young (1998), and Quicke (1999) have proposed curriculum for lifelong learning in various contexts. I have drawn on Whitehead (1999) to conceptualise curriculum from the educator's perspective as his developing CV in the form of a living theory. According to Whitehead (1999) my research generates a theory of myself when the unit of inquiry is my living I/self when I study my practice as I try to understand and improve it. Thus, this dissertation presents the living educational theory of my present I/self/biography defined under the next heading.

## I/ self

Philosophers and psychologists have conceptualised I/self differently at different times and it remains a contested concept. In this dissertation I have attempted to construct the nature of

my professional self with *continuity* in time, *unity* in several of its dimensions, *embodiment* of various traits and an *agency* with a free will to act. In this dissertation I have restricted the use of the term I/self to my embodied knowledge, skills, attitudes, values and a philosophy of life acquired from my lifelong learning as an international educator. The present self is the integrated self from the past selves in various roles and contexts with awareness of the present and aspirations for the future.

Many philosophers and psychologists have studied the nature of self. I present only few of them to illuminate my perception of the self. Naimy (1992) in his classic book on spirituality states that I/self is both the process and product of life and it provides a focus and an organising framework to it. According to him:

**A foundation head is I whence flow all things and whither they return. As is the fountainhead, so is the flow. A magic wand is I. Yet can the wand give birth to naught save what is in the magician. As is the magician, so are the products of his wand (Naimy, 1992).**

Pervin (1984) and Hampson (1984) provide the psychological perspectives on I/self. They introduce I/self as a dynamic concept. Hampson (1984) stated:

**I is the part of self that decides how me will behave next. Once we begin to carry out the actions decided by the I they immediately become part of our history, part of me, so I can never be captured, it has always become part of me by the time we are aware of it. (p. 189).**

Several educators have used this concept in curriculum development from a personal perspective in different contexts (Whitehead 1999; Bloomer 1997; Bloomer and Hodkinson 2000; Green 1991). Whitehead (1999) used I/self to capture personal and professional growth from a personal perspective. Bloomer (1997) and Bloomer and Hodkinson (2000) conceptualised curriculum as the interface between the student and the learning context. I found Green (1991) a pragmatic guide to present my account of personal reality (my I/self) in the context of my professional life as an educator with a particular perspective (Harre 1998). Green (1991) wrote:

**Looking back, recapturing their stories, teachers can recover their own standpoints on the social world. Reminded of the importance of biographical situation and the ways, in which it conditions perspectives, they may be able to understand the provisional character of their knowing, of all knowing. They may come to see that, like other living beings, they could discern profiles, aspects of the world (p. 12).**

By looking back and by remembering the past, I have attempted to bind my past experiences as a professional educator in several countries and roles to create patterns of my professional self in the stream of my consciousness.

## Professional Educators/Doctors of Education

There is no generally accepted understanding of professional educators. To provide an identity to my professional self I made use of several terms including professional educators, doctors of education, scholars of education, organic intellectuals and transformative educators described next.

The Doctorate in Education was recently introduced in England to meet the needs of professional educators engaged in research. The new qualification is available with a variety of names. For instance, some universities and the National Qualifications Framework (NQF) make no distinction in the criteria used for awarding PhDs and EdDs. Based on personal experiences Thorne and Francis (2001) examined the (NQF) to distinguish between the PhD and the professional doctorate. They found that the framework did not take into consideration the career position, the mode 2 knowledge and personal qualities of an EdD/ professional student with considerable practical experience. According to the (NQF) typically holders of EdDs and PhDs, are expected to meet the following criteria.

> **Deal with complex issues, usually considered to be of a professional nature, often make informed judgements in the absence of complete data, and be able to communicate their ideas and conclusions clearly to specialist and non-specialist audience.**
>
> **Act autonomously in planning, implementing and analysing work regarded as being of a professional or equivalent level.**
>
> **Take a leadership role and demonstrate innovative approaches to tackling and solving problems.**
>
> **Where appropriate, continue to undertake pure and/ or applied research at an advanced level, contributing substantially to the development of new techniques, ideas or approaches;**

**Possess the knowledge, technical capacity, qualities and transferable skills necessary for employment in situation requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable contexts of a professional or equivalent nature.**

I interpret the above text to mean that such a person possesses a high level of technical knowledge, skills and attitudes, conducts research, applies this knowledge to solve problems independently in leadership roles and clearly communicates his ideas and conclusions with specialist and non-specialist audiences. In other words such a person can perform and manage complex tasks independently in various contexts. This is one of the definitions of a competency with emphasis on technical expertise (Mansfield and Mitchell, 1996). These descriptions emphasise technical competence with little concern for personal character and self-knowledge.

Boyer (1990) introduced the term **scholars**. According to Boyer (1990), *"Scholars are academics who conduct research, publish and then perhaps convey their ideas to others and apply what they have learnt"*. He identified new forms of scholarships beyond the scholarship of discovery (research) including scholarship of teaching, integration and application. He also provides useful criteria for the assessment of **professoriate** including the production of a dissertation on the basis of research, development of his/her field, integrity of his/her being and excellence in his/her performance. Schon (1995) pointed towards the need for a new epistemology to match Boyer's conceptualisation of the new form of scholarship. According to him the new scholarship implies action research and he concluded**: "** *The new form of scholarship advocated by Boyer and others lies much closer to practice. They proceed through design inquiry, in the Deweyn sense."* (Schon 1995-p. 34).

Whitehead (1989) has been emphasising personal development as an integral part of professional development in his living educational theory approach to action research for a long time. He prefers to use the term **professional educator** integrating technical competence with character. Tickle (2001) used the term **'organic intellectual'** to express need for continuous personal and social development. According to him:

**Professional intellectuals, such as teachers and priests, are seen as those handling stable, transmissible and 'at times even stagnant knowledge'. Organic intellectuals, on the other hand are seen as constantly interacting with society, struggling to change mind, engaged in the evolution of knowledge, raising issues in the public domain and defending decent standards of social well-being, freedom and justice. (p. 161).**

In Boyer (1990), Whitehead (1989) and Tickle (2001) the focus is on personal growth and a search for self-fulfilment, which is both broad and deep. Within that search, subject knowledge and utilitarian capabilities are just two elements of 'identity' rather than the sole or primary ones. It takes a long deliberate effort to become the desired person. The following outline of the content and structure presents my lifelong learning.

## Content & Structure of the Dissertation

This dissertation includes ten chapters. To keep the dissertation within the limits set by the university and to explain my professional self more fully I have presented additional information in appendices 18-21. My studentship in India and England to become a technician builder and to obtain a Teachers' Certificate is presented in **appendix 18.** This chapter establishes the foundation for my future professional development presented in the main text of the dissertation. Cultural images of various countries I visited are included in **appendix 19.** These images show that different countries were at different stages of political, social and economic development. As such people in these countries identified and solved their problems differently. There were no universal solutions to human problems. **Appendix 20** is divided into two parts: part one presents my interaction with other professional people to learn skills of lifelong learning and part two aims to validate my perspective of my professional self in the literary works of other writers. **Appendix 21** provides a list of case records. This list includes some of my other professional work, which might be useful for transfer elsewhere.

## Chapter 1: The Inquiry Problem with its Significance, Conceptual Framework and Structure of the Content

This first chapter establishes the need for this study and presents a conceptual framework and structure used to construct the living educational theories of my professional life in various contexts and roles.

## Chapter 2: The Research Methodology used in This Inquiry

The second chapter presents details of the inquiry method: justification for the use of a narrative inquiry; data used in the inquiry, and the criteria which might be used for the validation of the knowledge generated in answering the following three questions about my past and present selves.

1) Who am I?

2) How did I become that?

3) Why did I become that?

## Chapter 3: The Making of a Lecturer in Singapore (1965-8) and Sheffield Polytechnics (1968-71)

This chapter answers the question: how did I learn to become a lecturer teaching constructional technology and management in two polytechnics during the first six years of my career. Part one presents the narrative of acquiring the content-knowledge to qualify as a professional builder. Part two deals with learning pedagogy. In the early period of my professional life I was mainly concerned with my professional development. This chapter presents useful professional knowledge of learning to teach construction technology in the FE/HE sector.

## Chapter 4: The Making of a Teacher Trainer in Hong Kong (1971-81)

This chapter presents my living educational theory as a successful teacher trainer in a highly supportive context. Phase one deals with my life at the Morrison Hill Technical Institute (MHTI) from 1971 to 1974 in the department of teacher training and the phase two deals with setting up the Hong Kong Technical Teachers' College (HKTTC) to train vocational teachers in Hong Kong (1974-81).

**Phase one** answers the question: how did I learn to become a successful trainer of teachers in a new context during the first three years? I successfully managed to establish personal contact within the new context, learnt to perform my new role using connective curriculum linking propositional knowledge with first-hand experience (Young 1998). As a result of my contributions to improve the quality of teacher training I was promoted to a principal lecturer and offered another contract to return as the director of curriculum and teaching-learning resources.

**Phase two** answers the question: how did I learn to be a director of curriculum and teaching-learning resources at the HKTTC? My professional creativity of this phase is found in learning to integrate curriculum planning, teacher development and educational technology in my role as the director of curriculum development in HKTTC and in acquiring a discursive consciousness of my first-hand experience recorded in my MA dissertation (Punia 1978). A professional teacher trainer with ten years of practical experience and a discursive consciousness of his professional experience emerged at the end of this phase. In

this chapter I was mainly interested in acquiring and disseminating technical knowledge valuable to find suitable jobs in industry.

## Chapter 5: The Making of a Consultant/ Advisor in Curriculum and Staff Development at the Fiji Institute of Technology (FIT) 1981-86

In this and in the next chapter I was employed by the Commonwealth Secretariat as an advisor in curriculum and staff development in two countries in the South Pacific. I began this assignment with a little knowledge of my new role, and the new context. This chapter answers the question: how did I learn to be a long-term resident consultant in curriculum and staff development in FIT?

In this project I learnt to lead a local team in establishing School-based Curriculum Development (SBCD) based on teachers' thought processes. In this project I had to become a highly creative and a productive professional educator (Ashcroft and James, 1999). I generated my role as a change agent when the aid agency and the host institution were not familiar with this role. I conducted research on teachers' planning, used research findings for generating a new model of school-based curriculum development (Punia 1992), integrated curriculum development with staff development (Stenhouse 1975, Punia 1985), created mutual trust through my ethical character (Covey 1992) and technical competence to lead the institute. This chapter provides useful professional knowledge required for the making of international change agents. In this project I became aware of the need for an integrated character based on spiritual values necessary to complement technical competence in the work of consultants.

## Chapter 6: The Making of a Consultant/Advisor in School/Institute Development at the Western Samoa Technical Institute (WSTI) 1986-1990.

This chapter answers the question: how did I learn to rebuild (WSTI) as a member of an international team? I was hired to improve curriculum and staff development but I became involved in rebuilding the institute as a whole. My special contributions and learning in curriculum development included the use of 'connective curriculum' (Young 1998) in offering new training programmes to trade and technician students; integrating staff development with curriculum development and integrating curriculum development with student and social needs. This chapter presents useful professional knowledge for school development under the leadership of a change agent.

At the end of the two CFTC projects I emerged with vast embodied multi-disciplinary knowledge and an influential character. However, I had not developed the ability to share my work with the academics. Later I spent one year at the University of Bath to produce my MPhil dissertation (Punia 1992) to enhance the discursive consciousness of my work in the above two projects.

## Chapter 7: The Making of a Consultant in Human Resource Development ( HRD) in Mauritius (1992-98)

This chapter is divided into two parts. The first part deals with four years at the Industrial and Vocational Training Board (IVTB), a newly established training organisation, as a consultant in curriculum and staff development. Part two deals with one year at the Mauritius Institute of Management and Public Administration (MIPAM), a newly established organisation for management training, as a consultant in training technology in management development.

The first part answers the question: How did I use competency -based curriculum at IVTB in curriculum and staff development? The first part of the chapter provides useful professional knowledge of the problems and promises in using competency-based curriculum development. An interesting case study is presented to demonstrate the successful use of this model to solve a national performance problem. This case has a high transfer value in other contexts.

The second part answers the question: how did I develop a training system suitable for inservice managers to improve their performance on their jobs? In this project I introduced several creative teaching-learning strategies for adult learners including the use of collaborative action research for training programme designs and inquiry-based learning in classrooms. This organisation managed to establish a systematic approach to management training and achieved credibility from its clients within one year, which was a remarkable achievement of a new organisation.

At the end of this assignment I had gathered a vast practical experience of the use of training in improving performance in the public and private sectors of Mauritius. However, my experience remained implicit and incomplete without the theoretical knowledge acquired from the EdD programme at the University of Bath. The next chapter shows how I reflected

on this experience to make it explicit and developed the ability to communicate it with academics.

## Chapter 8: The Making of a Doctor of Education at the University of Bath (1998-2000)

This chapter answers the question: how did I learn to be a professional educator/doctor of education? In this chapter I learnt to relate my embodied professional experiences with the theoretical knowledge acquired from the EdD to generate my personal and practical knowledge and to communicate this knowledge with the academics. I have presented my reflections on learning from four EdD assignments to show my discursive consciousness of the process and the product of learning from the following topics.

International Education in search of the problem.
In search of a Problem-based Research Methodology.
To what extent will top-down or centralised initiatives in determining the nature of teaching, the curriculum and assessment be success?
A relations approach to relevance in curriculum development in vocational education and training.

At the end of this chapter I (my professional self) seem to have fulfilled the requirements for a doctorate in education as specified in the National Qualifications framework. The next chapter presents a holistic image of my present self from the synthesis of the previous chapters.

## Chapter 9: The Emergence of an Organic/Transformative Educator at the University of Bath (2000-2003)

This chapter answers the question: how did I learn to be a transformaitve and an organic intellectual? I have used the term an 'organic intellectual' to mark my continuous professional growth and a transformative educator to indicate depth in personal and professional changes.

My emergent self is based on technical competence presented in the previous chapters but it extends beyond technical competence to add character development and commitment for continuous learning for personal and social good. The emergent attributes of my professional self include vast technical knowledge; sensitivity towards contexts; a sense of responsibility towards tasks and clients. My vast practical knowledge enabled me to match solutions to

contexts and my spiritual values enabled me to take responsibility for making improvements. These attributes are the emergent standards of my professional learning, explaining how and why I learnt so much and made considerable contributions through collaborative action research as a consultant/change agent. At this juncture I reconsidered the limitations of the conceptual framework used in the above analysis.

## Chapter 10: MY Epistemology of Practice as a Consultant and an Emergent Living Educational Theory.

In this final chapter I reflect on the content of the previous chapters to explain my emergent living educational theory. This theory emerged from my continuous dialogue amongst my various selves, roles and contexts as an international consultant who lived by  the principle of oneness and interrelatedness of the universe. This theory has the potential for cooperative living and continuous learning.

This chapter is divided into two parts. The first part presents the what, how and why of my professional self to practitioners. Part two is addressed towards the academic audience to present my living educational theory. It includes the:

1. Origin and growth of my spiritual belief.

2. Integration of my spiritual values with my professional growth.

3. Professional dialogue as an emergent epistemology.

4. Professional value of this thesis.