

# IMPROVING THE WORLD BY RAISING THE VOICES OF ACTION RESEARCHERS THROUGH LIVING-EDUCATIONAL- THEORIES

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# LOVED INTO LEARNING



1988 Referenced the importance of love in my teaching philosophy



2010 Jackie Delong, prof in one of the M.Ed courses, tells us all she loves us.



Coined the term “loved into learning” and began to explore more deeply and apply learning to practice.



2012 Completed M.Ed and starting living more fully according to my values of love and joy.



2012-2015 Co-created Bluewater Action Research



Continue to improve my practice. Complete a PhD in Educational Sustainability. Added “hope” as a core value.



Now what?

## DEFINITION OF LOVE

The will to extend one's self for one's own or another's spiritual growth (Peck, 1978 p. 85).

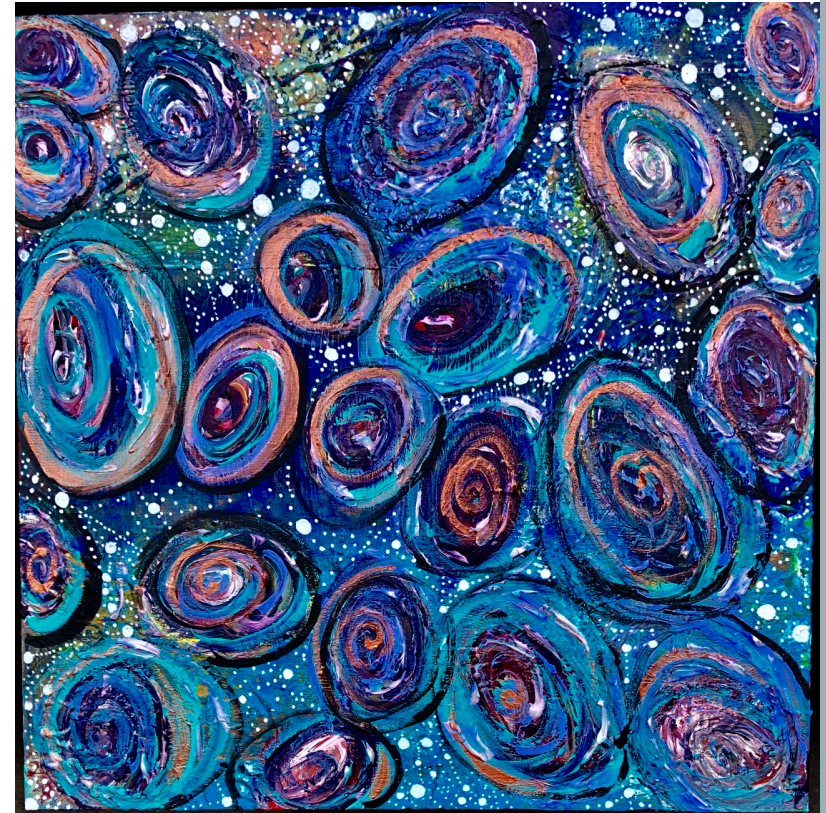
The willingness to embrace and act on the idea that everyone and everything is interconnected (Campbell, 2017)



How  
well  
do  
you  
know  
yourself?



# THE JOURNEY





# UNVEILING BELIEFS, ASSUMPTIONS AND VALUES

- Courage
- Trust
- Respect
- Vulnerability
- Resilience
- Creativity
- Collaboration



# MY LIVING WALL

- The *Living Wall* is a physical representation of the internal (my thoughts) and external (my actions) me —the inner and outer “I” unfolding in time—my living educational theory (Whitehead, 1989). It serves many purposes from the very practical to the abstract. I started the wall because I felt an urgent need to organize my thoughts and the traditional structure offered by a Major Research Project outline was not working for me; in fact, the situation was actually worse than that because the suggested (and I am very fortunate that this was not required) structure actually hindered my thinking process and stifled my creativity. I could not work within this framework and I certainly felt a conflict with the suggested outline and the living educational theory methodology (Whitehead, 1989) I was using. I am certainly not suggesting that everyone would or should sense the conflict; simply that one existed for me. The nature of the living educational theory methodology is such that a traditional five-chapter outline might be the perfect structure for an individual if that is how their research unfolds. The structured outline was far too restrictive and prescriptive for me. It made me feel like I was being intentionally self-destructive as I forced myself into the corsetry of the system. I found myself looking for material to fit within the parameters and when I made my research fit, it seemed to lose something—I felt disfigured. My voice disappeared from the page and my ideas, which seemed to flow previously, now seemed stagnant and dull—the internal rhythm was hijacked.” p. 102



1. Who am I?
2. How do I know?
3. So what?
4. Now what?



“WE TEACH WHO WE ARE” PARKER PALMER

[HTTPS://WWW.GOODREADS.COM/WORK/QUOTES/213020-THE-COURAGE-TO-TEACH-EXPLORING-THE-INNER-LANDSCAPE-OF-A-TEACHER-S-LIFE](https://www.goodreads.com/work/quotes/213020-the-courage-to-teach-exploring-the-inner-landscape-of-a-teacher-s-life)

## The 4 Guiding Questions

1. Who am I? (Values, worldview, passions, vulnerabilities, etc.)
2. How do I know? (What evidence do I have?)
3. So what? (Why is this information important / significant?)
4. Now what? (Now that I know this, what, if anything, will I do differently?)

# UNVEILING EMBODIED KNOWLEDGE VALUES

Love:

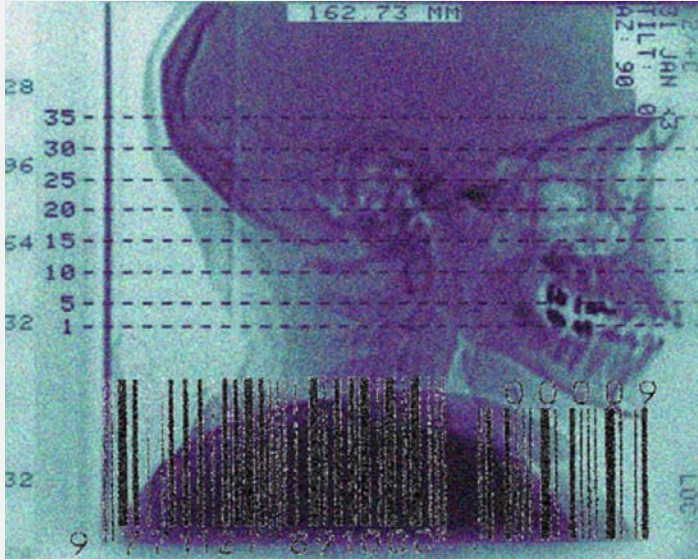
The willingness to embrace and act on the idea that everyone and everything is interconnected

Hope:

The courage to act when facing fear, doubt, and despair.

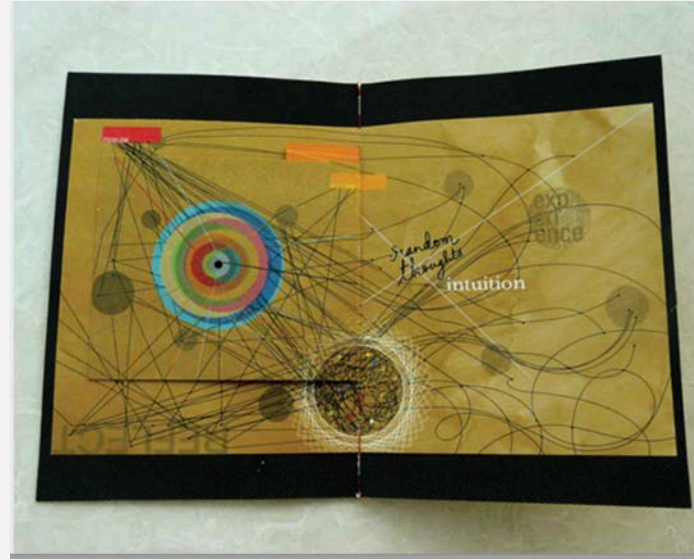
Joy:

The understanding that love and hope are enough.



ONTOLOGICAL

**BEING**



EPISTEMOLOGICAL

**KNOWING**



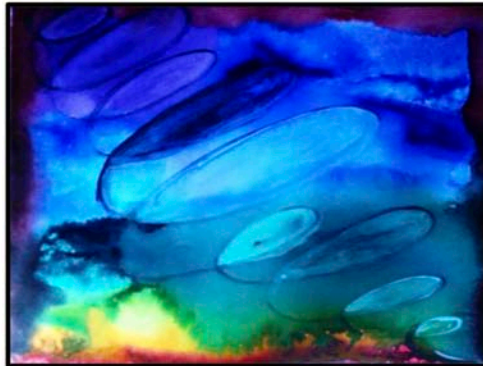
METHODOLOGICAL

**DOING**



# THE SUSTAINABILITY OF LET

**Bluewater Action Research Network**  
2015 Sharing Our Knowledge Symposium



May 15<sup>th</sup> 9 AM – 3:30 PM  
Bluewater District School Board, Chesley, Ontario

[TVO Interview](#)

## BARN: Living Poster

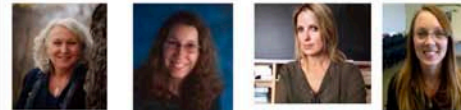


### Bluewater Action Research Network

"This project provided me with the opportunity to take time to reflect and improve on my practice. It also gave me the opportunity to conference and work with colleagues. I have so many next steps that I can't wait to try!"

- BARN 2017 participant

#### The Co-Facilitators for this year's BARN:



Liz Campbell      Krystal Damm      Kelly McDougall      Penny Phillips

Learn more about our co-facilitators and their research by clicking this [link](#).

#### Our Focus as Facilitators:

The research focus we identified from our experiences in previous BARN projects, was the nature of our influence as leaders in helping to create a thriving action research network. We wonder if we were able to help create a network:

- in which members co-create a common understanding of group values, goals and success criteria with the improvement of student wellbeing and achievement at the core;
- in which members engage in successive action reflection cycles to answer the question, "How can I improve my practice?"
- in which learning is deepened through authentic, relevant and meaningful self-directed and self-determined inquiry;
- in which members hold themselves publicly accountable for the research claims they are making and ask for critical feedback or validation of these claims;
- in which we study the nature of our influence and the influence of our practitioner research.

Find out what our participants had to say about the BARN process by viewing our [summary results](#).

#### BARN Participants

 <p><b>Nadine Osborne and Allison St. Martin</b> "How can we develop a sense of place and connection to nature for our students that continues to provoke wonder in the classroom?"</p>	 <p><b>Tracy McNally</b> "How can I get my students and my son to OWN their own learning? (and take the food off me!)"</p>	 <p><b>Beth Fischer</b> "How to 'let go' to let learning happen?"</p>	 <p><b>Amanda Ruthven</b> "How can I create a culture of kindness that inspires?"</p>
 <p><b>Colleen Wolski and Jacki Johnston</b> "How can we use Mathies apps to improve students' ability to communicate their thinking."</p>	 <p><b>Jennifer Clement and Paige McDonald</b> "How can we foster student self-regulation and mindfulness in Kindergarten?"</p>	 <p><b>Carolyn Surrige</b> "Soccer Field Fun - Not Frustration And Anger?"</p>	
 <p><b>Lisa Kaminski and Kimberly Hall</b> "How can we modify our school environment to support the Educators and learners within it?"</p>	 <p><b>Michelle Cunningham</b> "How can I engage the 2P learner more fully in their learning?"</p>	 <p><b>Laurel Sanderson</b> "Empowering Math Confidence"</p>	 <p><b>Dawn Smith</b> "How can I incorporate Mindfulness into my teaching practice?"</p>
 <p><b>Jennifer Kozak</b> "How can I build self-confidence and foster independence in my students?"</p>	 <p><b>Rachelle Williams</b> "How can I engage my lowest literacy learners (XX/1) in an authentic way, and give them a meaningful voice in their learning?"</p>	 <p><b>Andrea Anions</b> "How will the students respond to attempts at building stronger relationships and how will this impact our program?"</p>	 <p><b>Crystal Peiman</b> "How can I meet the needs of my students? How can I help them advocate?"</p>









# GLOBAL REACH

- North America, Asia, Africa, Europe
- 15 Different Countries



# THANK YOU

Liz Campbell

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Questions or Comments?

# ADDITIONAL RESOURCES

# THE TRANSITION

- Teachers: Self-directed professional development that aligns with standards of practice and other policy documents.
- Students: A transition tool to self-directed learning or a framework for self-directed learning in or out of public school. A theoretical framework and methodology for formal research for accreditation and publication purposes.
- Parents: a tool to take charge of your life, to get to know yourself.
- All: to live more fully according to YOUR values.





# LIVING EDUCATIONAL THEORY

- <https://www.youtube.com/watch?v=Jf1kFHLdiPY>
- Link to book, *You and Your Action Research Project*:
- <http://213.55.83.214:8181/Education/27500.pdf>

List of Personal Core Values

Accomplishment	Determination	Honor	Perfection
Abundance	Discipline	Improvement	Perseverance
Accountability	Discovery	Independence	Persistence
Accuracy	Diversity	Individuality	Personal Growth
Achievement	Education	Initiative	Personal health
Adventure	Efficiency	Inner peace	Pleasure
Approval	Environment	Innovation	Power
Autonomy	Equality	Integrity	Practicality
Balance	Excellence	Intelligence	Preservation
Beauty	Exploration	Intensity	Privacy
Challenge	Fairness	Intimacy	Problem solving
Change	Faith	Intuition	Professionalism
Clarity	Faithfulness	Joy	Progress
Cleanliness/ orderliness	Family	Justice	Prosperity
Collaboration	Flair	Knowledge	Punctuality
Commitment	Flexibility	Leadership	Purpose
Communication	Forgiveness	Learning	Straightforwardness
Community	Freedom	Love	Strength
Compassion	Friendship	Loyalty	Success
Competence	Frugality	Meaning	Systemization
Competition	Fulfillment	Merit	Teamwork
Concern for others	Fun	Moderation	Timeliness
Confidence	Generosity	Modesty	Tolerance
Connection	Genuineness	Money	Tradition
Conservation	Good will	Nature	Tranquility
Content over form	Goodness	Nurturing	Trust
Cooperation	Gratitude	Obedience	Truth
Coordination	Hard work	Open-mindedness	Unity
Creativity	Harmony	Openness	Variety
Credibility	Healing	Optimism	Vitality
Decisiveness	Holistic Living	Patriotism	Wealth
Democracy	Honesty	Peace, Non-violence	Wisdom



# JOINING LOCAL AND GLOBAL COMMUNITIES OF LIVING EDUCATIONAL THEORY RESEARCHERS BY PRODUCING AND SHARING YOUR LIVING-POSTER

- See the 2020 homepage of living posters at <https://www.actionresearch.net/writings/posters/homepage2020.pdf>

With guidelines for producing and sharing your own living-poster as a contribution to a global network of practitioner-researchers who are working to improve the educational influences of their teaching, learning and assessment and to extend the influence of a Living Theory approach to professional development with values of human flourishing.

# LIVING POSTERS

**Living Theory researchers and networks developing educational knowledge, theory, practice and opportunities that contribute to the flourishing of humanity**

**Conversation Cafe**  
...a community supporting developing practice in diverse fields meeting in and around Bath, UK, with occasional SKYPE visitors

**Univ. of Cumbria Living Theory Research Gp**  
...national and international doctoral researchers and supervisors researching their diverse practice.

**EJOLTS - Educational Journal Of Living Theories**  
...an international journal and community of Living Theory researchers

**Revolution dressed Up as Gardening**  
...activists developing permacultural responses to improve the quality of life of communities around the world

**SKYPE Living Theory research support gp**  
...an international online community developing and supporting research and researchers

**Bluewater Action Research Network**  
...a Canadian community of educators researching HE and school-based practice

**Andrew Henon**  
Socially engaged art

**Jack Whitehead**  
Academic & practitioner educational research

**Lynn Spurrell**  
Coaching, change management

**Per Jensen**  
Growth mindset, teacher training

**Sonia Hutchison**  
Sustainable leadership

**Branko Bognar**  
Teacher education, creativity

**Florence Dujardin**  
Virtual ecologies, pedagogical design

**Pip Bruce Ferguson**  
Staff development

**Swaroop Rawal**  
Teacher education, drama

**Joao Roe**  
children with sensory impairment

**Marie Huxtable**  
Passion-led learning

**Peter Mellett**  
Permaculture, regenerative development

**Barry Hymer**  
Psychology, classroom practice

**Liz Wolvaardt & Pieter du Toit**  
Values-based supervision

**Melita Bognar**  
Citizenship, classroom practice

**Noriyuki Inoue**  
non-Western epistemology

**Arianna Briganti**  
Sustainable development

**Linda Vargas**  
Dance, social transformations

**Mark Potts**  
Living global citizenship

**Sigrid Gjotterud**  
Teacher education, community development

**Michelle Cunningham & Krystal Damm**  
secondary school practice

**Delysia Timm**  
Spiritual learning

**John Reeves & Danielle Vass**  
Creative educational computing

**Lesley Wood**  
Psycho-social wellness

**Geitza Rebolledo**  
Thinking, collaboration, pregraduate

**Surrender Sandham-Bains**  
Carer, health visiting, CPD

**Sabre, Cherkowski, Kelly Hanson, Liz Campbell**  
Educational research

**Jacqui Scholes-Rhodes**  
Learning journeys, life narratives

**Kate Kemp**  
Listening, loving, laughing, living

**Shelagh Hetreed**  
Scared identities, marginalised communities

**William House**  
Holistic medicine, community action

**Jackie DeLong**  
Practitioner research

**Teri Young**  
Teacher education

**Roya Pugh**  
Living dialogue

**Lee Scot**  
Artist, teacher, being

**Joy Mounter**  
Academic librarianship, pedagogy

**Cathy Griffin & Avis Dalgarno**  
Educational research

**Space for you to join us and help us connect**

**Network Educational Action Researchers of Ireland**  
...a developing network of educators in Ireland



## Who am I?

I choose love.

I am a retired high school teacher and currently, I teach in a Master's of Education program as an adjunct professor. I now call [Cape Breton, Nova Scotia](#) home.

My own grandchildren and all children across the globe are the motivation for what I do now. I believe that every human being deserves an authentic learning experience. Unfortunately, I do not think that our public education systems are doing all they can to provide such experiences. In fact, I believe that in spite of our good intentions we are often doing more harm than good by trying to reform public education to a one size fits all curriculum regardless of how creative we are about being inclusive and implementing project and/or problem-based learning, self-directed learning, and integrated learning. However, I also believe there is [hope](#) for change.

## How do I Know?

My own experience in my practice, and through completing a [Ph.D.](#) in Educational Sustainability, my experiences teaching at the high school and university level, and the insights I gleaned [providing professional development for new and veteran teachers](#), and my belief in the power of the collective will, validate my belief in hope for change.

*The moment we choose to love, we begin to move against domination, against oppression. The moment we choose to love, we begin to move toward freedom, to act in ways to begin to liberate ourselves and others. ~bell hooks*

# Loved into Learning

Elizabeth Campbell PhD



## So What?

I believe that learning founded on love is part of the solution to the problems that plague our world today. My definition of love is the willingness to embrace and act on the idea that everyone and [everything is interconnected](#). My definition is influenced by Pecks definition of love as “the willingness to extend oneself for one’s own or another’s spiritual growth”.

I embrace different ways of knowing, researching, and representing to generate different ideas to address our spiritual crisis—the disconnection between all human and non-human relationships.

[Website](#) (under construction):  
A 3-minute intro video:  
email:  
[lovedintolearning@gmail.com](mailto:lovedintolearning@gmail.com)

## Now What?

I agree with Holt who claims, “learning is living”. I experienced being loved into learning (living) and I am committed to do all I can to live more fully according to my values of love, hope, and joy, and to contribute to the healing and flourishing of humanity. Trust, respect, compassion, creativity, equity, freedom, justice, and other values are central to me as I live with love, hope, and joy.

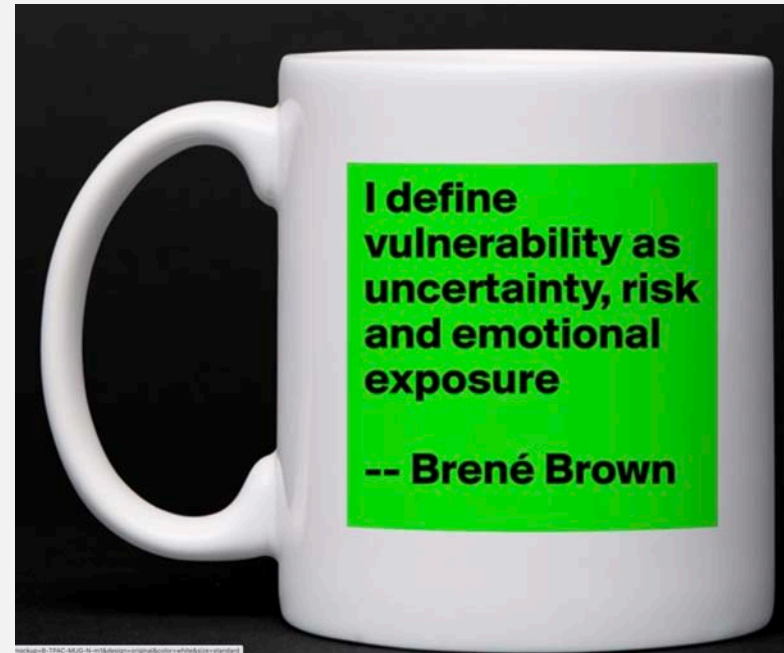
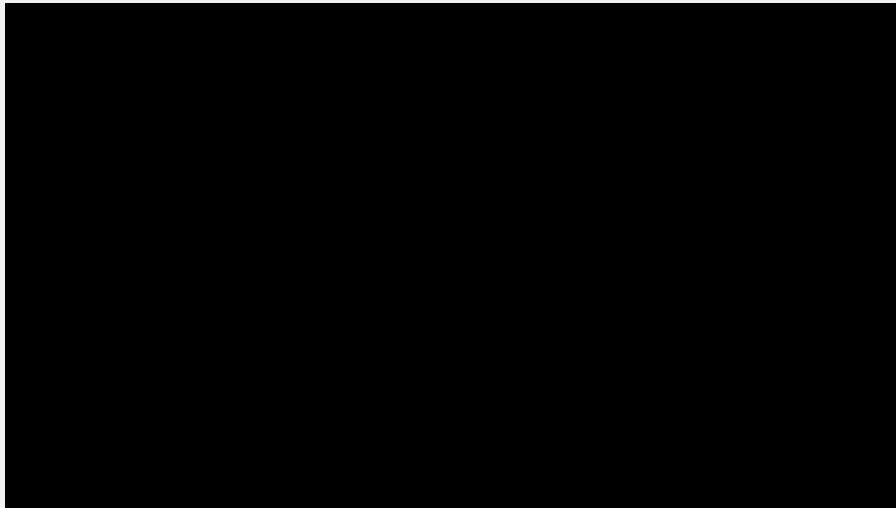
I incorporate [self-determined education \(SDE\)](#) in every course I offer and I share [Living Educational Theory \(LET\)](#) as a process for exploring, discovering, and articulating the values that give life meaning and purpose. Together, these approaches to learning, challenge status-quo thinking, create and hold a space for learner autonomy, and reveal intuitive knowledge, honouring the lived experiences of individuals who wish to improve what they are doing.





How does this research contribute to a professional global knowledge-base? How does it contribute to transforming academia and other fields of practice?

# VULNERABILITY





# THE POWER OF VULNERABILITY

by Brené Brown



WE LIVE IN A VULNERABLE WORLD!

YET INSTEAD OF LEANING INTO THE MESSY SIDE OF LIFE

WE TRY TO NUMB VULNERABILITY

I DON'T LIKE HAVING TO ASK FOR HELP WHEN I'M SICK OR BEING TURNED DOWN IF I ASK SOMEONE OUT

SO I DECIDED TO WEAR AN EMOTIONAL ARMOR ALL THE TIME!

I REALLY DON'T WANT TO TALK ABOUT THIS!

I'M GOING TO MAKE EVERYTHING UNCERTAIN CERTAIN

BUT WE FORGET THAT VULNERABILITY IS ALSO THE BIRTHPLACE FOR JOY, GRATITUDE AND HAPPINESS

JOY  
GRATITUDE  
SHAME  
DISAPPOINTMENT  
GUILT  
ANXIETY

YOU CANNOT SELECTIVELY NUMB EMOTIONS

IF WE WANT CONNECTIONS TO HAPPEN WE NEED OURSELVES TO BE SEEN!

WE NEED TO LEARN TO LIVE WHOLEHEARTEDLY

I OFTEN STRUGGLE AND FEEL ASHAMED...

BUT DEEP DOWN I HAVE THIS STRONG SENSE OF LOVE AND BELONGING

THAT HELPS ME TO TELL THE STORY OF WHO I AM WITH MY WHOLE HEART

- DO SOMETHING WHERE THERE ARE NO GUARANTEES
- INVEST IN A RELATIONSHIP THAT MAY OR MAY NOT WORK
- BE THE FIRST TO SAY: "I LOVE YOU!"
- STOP CONTROLLING AND PREDICTING

LIVE WITH VULNERABILITY



# Personal Values and Awareness

Our values reflect what is important to us. They are a shorthand way of describing our individual motivations. Together with our beliefs, they are the causal factors that drive our decision-making.

## Barrett Seven Levels of Consciousness Model

### Service

Selfless service

### Making a Difference

Making a positive difference in the world

### Internal Cohesion

Finding meaning in existence

### Transformation

Letting go of fears.  
The courage to develop and grow

### Self Esteem

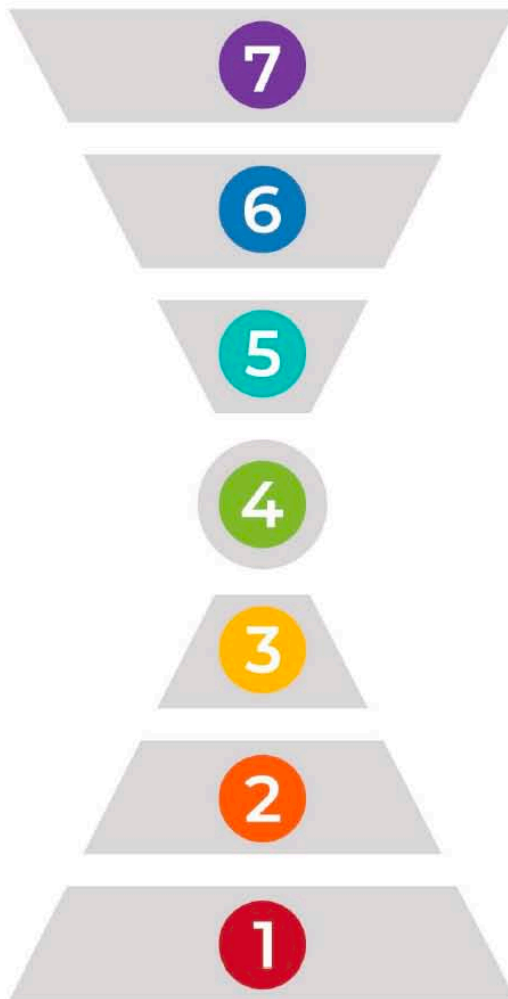
Feeling a sense of self-worth  
*Fear: I am not enough*

### Relationship

Feeling protected and loved  
*Fear: I am not loved enough*

### Survival

Satisfying our physical and survival needs  
*Fear: I do not have enough*



Values can be positive or fear-based (limiting). For example, honesty, trust and accountability are positive values, whereas blame, revenge and manipulation are potentially limiting, or fear-based, values.

Personal mastery involves overcoming or eliminating our fear-based beliefs. When our beliefs or behaviours are out of alignment with what is really important to us - our values, we lack authenticity.

Every human being on the planet grows and develops within seven well defined areas. These areas are defined in the [Barrett Seven Levels of Consciousness Model](#) Each area focuses on a particular need that is common to all people. The level of growth and development of an individual depends on their ability to satisfy these needs.

At different times you may find that you focus more on some levels and less on others, in response to changing life conditions. It is important to understand that in terms of the seven areas higher is not better; for example it will be difficult for you to focus on helping others if you are having health and money problems.

The seven areas in the development and growth of personal awareness are summarised in this diagram and are described in more detail on page 3.



# Personal Values and Awareness



## Self Interest

The first three areas of awareness – Survival, Relationship and Self-Esteem, focus on our personal self-interest – satisfying our need for security and safety, our need for love and belonging, and our need to feel good about ourselves through the development of a sense of pride in who we are. We feel no sense of lasting satisfaction from being able to meet these needs, but we feel a sense of anxiety if these needs are not met.

## Transformation

The focus of the fourth area of awareness, Transformation, is on letting go of fears. During this stage in our development, we establish a sense of our own personal authority, and our own voice. Within the area of Transformation, we choose to live by the values and beliefs that resonate deeply with who we are.

## Common Good

The upper three areas of awareness – Internal Cohesion, Making a Difference and Service - focus on our need to find meaning and purpose in our lives. We express that meaning by striving to make our world a better place and by leading a life of selfless service. When these needs are fulfilled they engender deeper levels of motivation and commitment. Within these areas, we learn how to develop an inner compass that guides us into making life affirming decisions.

## Personal Mastery

Individuals who focus exclusively on the personal self-interest areas may be influenced by the fears they hold about satisfying their individual needs. They look for approval or reassurance from others.

Individuals who focus exclusively on the satisfaction of the upper common good needs may lack the skills necessary to remain grounded. They can be ineffectual and impractical when it comes to taking care of their basic needs. The most successful individuals are those who balance all of the areas. They are trusting of others, are able to manage complexity, and can respond or adapt to all situations.

In reality people do not operate from any one single area of awareness. They tend to be clustered around three or four areas. Individuals are usually focused at areas 1 through 5, typically with a specific emphasis on Internal Cohesion, the fifth area, in which we seek meaning in our lives.

## Your Results

On the next page we will show you how the values you chose map against these seven areas. Positive values will be identified with a blue dot and potentially limiting or fear based values will be shown as a white dot.



# Which concept best describes your worldview?

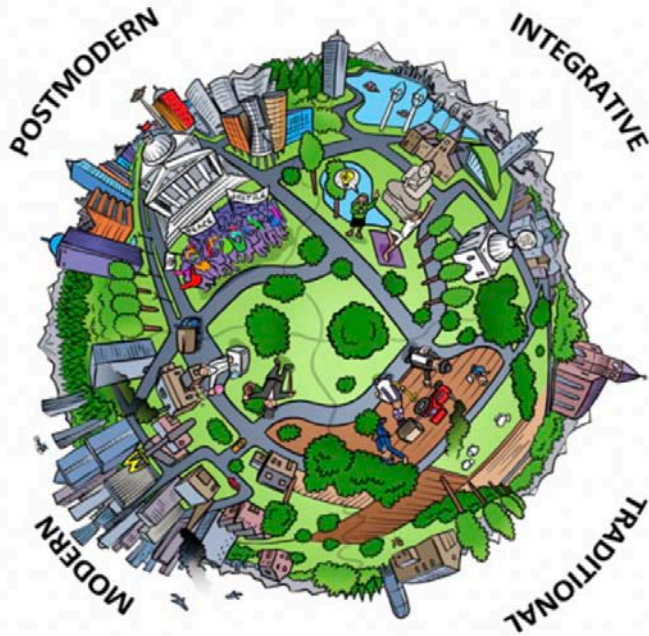


Table 1.1 Four Worldviews

## Postpositivism

- Determination
- Reductionism
- Empirical observation and measurement
- Theory verification

## Constructivism

- Understanding
- Multiple participant meanings
- Social and historical construction
- Theory generation

## Transformative

- Political
- Power and justice oriented
- Collaborative
- Change-oriented

## Pragmatism

- Consequences of actions
- Problem-centered
- Pluralistic
- Real-world practice oriented

# STORIES OF VICTORY AND RUIN (MACLURE, 1996)

## **Living Your Values Fully**

- Think of some examples of when you have been able to live more fully according to your values.

## **Values are Denied**

- Think of some examples of when you have NOT been able to live according to your values.

**Can you identify a living contradiction?**

■

# SIR KEN ROBINSON THE CALL TO UNITE

- <https://www.youtube.com/watch?v=QU4QI7t4muY>







WHAT IS SELF-DIRECTED EDUCATION?

WHAT IS SELF-DIRECTED LEARNING?

# HOW CREATIVE ARE YOU?

- <https://ideapod.com/born-creative-geniuses-education-system-dumbs-us-according-nasa-scientists/>
- Age 4/5 98%
- Age 10 30%
- Age 15 12%
- Adults 2%



**We are born creative geniuses and the education system dumbs us down, according to NASA scientists**





# THE DIVIDED BRAIN

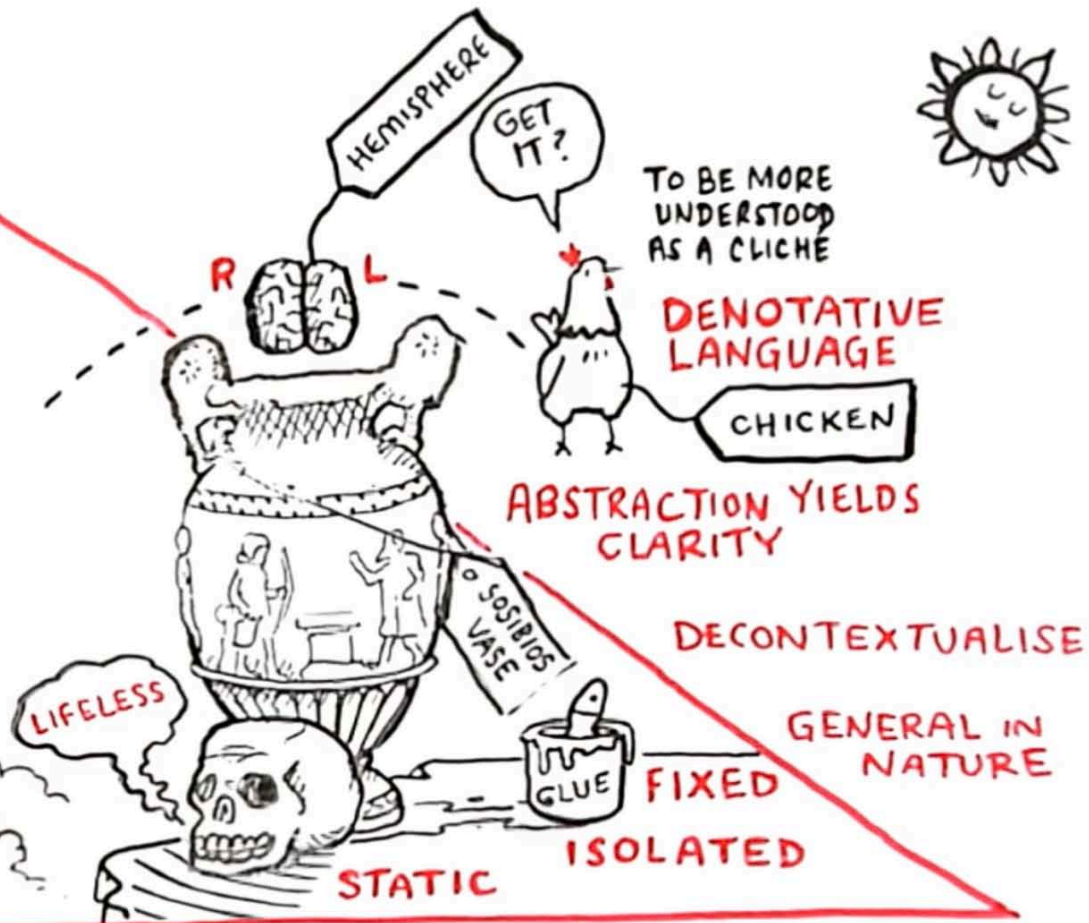
<https://www.youtube.com/watch?v=dFs9WVO2B8s>

FO  
 IMPLICIT, INCARNATE, LIVING BEINGS IN THE CONTEXT OF THE LIVED WORLD

T YIELDS A WORLD  
 ING, INTERCONNECTED,

WHY DID THE CHICKEN CROSS THE HEMISPHERES?

GRASPABLE MY ARSE!





# THE TRANSITION

Teachers: Self-directed professional development that aligns with standards of practice and other policy documents.

Students: A transition tool to self-directed learning or a framework for self-directed learning in or out of public school. A theoretical framework and methodology for formal research for accreditation and publication purposes.

Parents: a tool to take charge of your life, to get to know yourself.

All: to live more fully according to YOUR values.



## The Ethical Standards for the Teaching Profession

The Ethical Standards for the Teaching Profession represent a vision of professional practice. At the heart of a strong and effective teaching profession is a commitment to students and their learning. Members of the Ontario College of Teachers, in their position of trust, demonstrate responsibility in their relationships with students, parents, guardians, colleagues, educational partners, other professionals, the environment and the public.

### The Purposes of the Ethical Standards for the Teaching Profession are:

- to inspire members to reflect and uphold the honour and dignity of the teaching profession
- to identify the ethical responsibilities and commitments in the teaching profession
- to guide ethical decisions and actions in the teaching profession
- to promote public trust and confidence in the teaching profession.

### The Ethical Standards for the Teaching Profession are:

#### Care

The ethical standard of *Care* includes compassion, acceptance, interest and insight for developing students' potential. Members express their commitment to students' well-being and learning through positive influences, professional judgment and empathy in practice.

#### Trust

The ethical standard of *Trust* embodies fairness, openness and honesty. Members' professional relationships with students, colleagues, parents, guardians and the public are based on trust.

#### Respect

Intrinsic to the ethical standard of *Respect* are trust and fair-mindedness. Members honour human dignity, emotional wellness and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment.

#### Integrity

Honesty, reliability and moral action are embodied in the ethical standard of *Integrity*. Ongoing reflection assists members in exercising integrity in their professional commitments and responsibilities.



On document use requires permission from Ontario College of Teachers

## The Standards of Practice for the Teaching Profession

The Standards of Practice for the Teaching Profession provide a framework of principles that describes the knowledge, skills and values inherent in Ontario's teaching profession. These standards articulate the goals and aspirations of the profession. These standards convey a collective vision of professionalism that guides the daily practice of members of the Ontario College of Teachers.

### The Purposes of the Standards of Practice for the Teaching Profession are:

- to inspire a shared vision for the teaching profession
- to identify the values, knowledge and skills that are distinctive to the teaching profession
- to guide the professional judgment and actions of the teaching profession
- to promote a common language that fosters an understanding of what it means to be a member of the teaching profession.

### The Standards of Practice for the Teaching Profession are:

#### Commitment to Students and Student Learning

Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

#### Leadership in Learning Communities

Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and leadership roles in facilitating student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

#### Ongoing Professional Learning

Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.

#### Professional Knowledge

Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.

#### Professional Practice

Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection.

### Assessment for, as and of Learning

- Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.
- A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and determine next steps.
- Students and educators build a common understanding of what students are learning by identifying, sharing, and clarifying the learning goals and success criteria.
- During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria.
- Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their learning within the context of the Ontario curriculum and/or Individual Education Plan (IEP).
- Assessment of learning provides relevant and meaningful evidence to evaluate the quality of student achievement at or near the end of a cycle of learning and to determine next steps.
- Ongoing communication about learning is in place to allow students, educators and parents to monitor and support student learning.

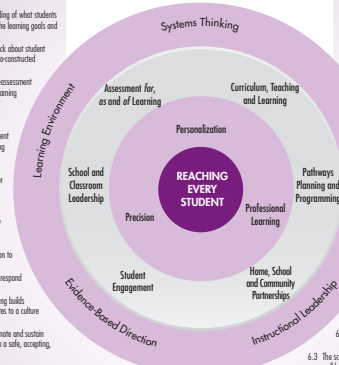
### School and Classroom Leadership

- Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.
- Processes and practices are designed to deepen understanding of the curriculum and refine instruction to improve student learning and achievement.
- Organizational structures are coherent, flexible and respond to the needs of students.
- Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.
- Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment.

### Student Engagement

- The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.
- Students' stated priorities that reflect the diversity, needs and interests of the student population are embedded in School Improvement Plans (SIPs).
- Students are partners in dialogue and discussions to inform programs and activities in the classroom and school that represent the diversity, needs and interests of the student population.
- Students demonstrate a wide range of transferable skills such as teamwork, advocacy, leadership and global citizenship.

## K-12 School Effectiveness Framework A support for school improvement and student success



### Curriculum, Teaching and Learning

- A culture of high expectations supports the belief that all students can learn, progress and achieve.
- A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.
- Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context.
- Learning is deepened through authentic, relevant and meaningful student inquiry.
- Instruction and assessment are differentiated in response to student strengths, needs and prior learning.
- Resources for students are relevant, current, accessible, inclusive and monitored for bias.
- Timely and varied interventions, supported by a team approach, respond to individual student learning needs, and well-being.

### Pathways Planning and Programming

- Comprehensive education and career/life planning programs meet the learning needs, interests and aspirations of all students.
- Opportunities for authentic learning experiences and experiential learning exist in all classrooms, schools and community programs.
- Students, parents, families, and educators understand the full range of pathways, programs, options and supports that are available.
- Students build on in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills and education and career/life aspirations.

### Home, School and Community Partnerships

- The School Council has a meaningful role in supporting learning, well-being and achievement for students.
- Students, parents and community members are engaged and welcomed as respected, valued partners in student learning.
- This school and community build partnerships to enhance learning opportunities and have productive ongoing parent-teacher-student conversations.
- Learning opportunities, resources and supports are provided to help parents support student learning and well-being for students.

2013

# CREATIVE COMPLIANCE

# A PROCESS LIVING THEORY

- What are my values?
- What is my worldview?
- What is my concern?
- What is my living contradiction?
- Who am I?
- How do I know?
- So what?
- Now what?



- Explore “I” through journals, art, dialogue, video, literature...
- Identify patterns, themes, contradictions, paradoxes, false dichotomies, epistemicide
- Make values, beliefs, knowledge transparent
- Collaborate
- Repeat



# LIVING CULTURE OF INQUIRY

a safe,  
supportive space  
which is  
democratic and  
non-hierarchical  
where  
practitioner-  
researchers are  
enabled:

to share their vulnerabilities,  
to make explicit their values and hold themselves accountable for living according to those values  
to recognize when they are not living according to their espoused values and are “living contradictions” (Whitehead, 1989).  
to be loved into learning  
to recognize their embodied knowledge  
to improve their lives and practice by creating their own living-theories:

Living Theory  
methodology  
includes

‘I’ as a living contradiction,  
the use of action reflection cycles,  
the use of procedures of personal and social validation and  
the inclusion of a life-affirming energy with values as explanatory principles of educational influence. (Whitehead, 2009, p. 182)

# THE ACTION PLANNER

## Framework and rationale for research

Issue / Question	Response
What really matters to me? What do I care passionately about? What kind of difference do I want to make in the world?	
What are my values and why?	
What is my concern?	
Why am I concerned?	
What kind of experiences can I describe to show the reasons for my concerns?	
What can I do about it?	
What will I do about it?	
How do I evaluate the educational influences of my actions?	
How do I demonstrate the validity of the account of my educational influence in learning?	
How do I modify my concerns, ideas and actions in the light of my evaluation?	