How do I Evolve Living-Educational-Theory Praxis

in

Living-boundaries?

A thesis submitted by

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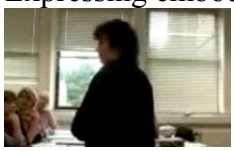

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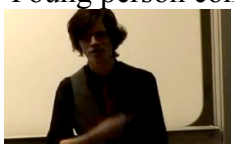

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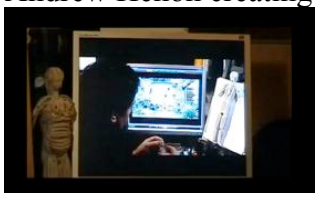

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Abstract

My educational practice is concerned with enhancing children and young persons' abilities to learn to live a loving, satisfying, productive and worthwhile life, for themselves and others. This thesis offers an original contribution to knowledge as a multimedia narrative. It communicates my ontological values of a loving recognition, respectful connectedness and educational responsibility, and social values of an inclusive, emancipating and egalitarian society. I clarify meanings of my values, as they emerge within living-boundaries through the evolution of my living-theory praxis, to form explanatory principles and living standards of judgment in my claim to know my practice.

Working as a senior educational psychologist responsible for implementing policy on high ability learning, I experienced the following concerns: Practice, theory and research often appeared to lose connection with the purpose of education; Theory and practice appeared to be developed independently, and without explanation or evaluation related to values ofeducation; Those involved with education appeared to be in discrete worlds, each vying to exert their hegemony over the totalising development of educational theory, practice and provision.

Emerging from my research I offer four original ideas:

1) **Living-Educational-Theory praxis**, highlighting the fundamental importance of educators creating 'values-based explanation of their educational influences in learning' (Whitehead, 1989a), as they research to develop praxis within living-boundaries.

2) **Living-boundaries** as co-creative space within which energy-flowing values can be clarified and communicated.

3) ***Inclusive*** **gifted and talented education developed from an** ***educational*** **perspective**, which enables each learner to develop and offer talents, expertise and knowledge as life-affirming and life-enhancing gifts. The knowledge is that created of the world, of self, and self in and of the world.

4) **Living-Theory TASC**, a relationally-dynamic and multidimensional approach to research and developing praxis, which integrates Living-Theory (Whitehead, 1989a) with Thinking Actively in a Social Context (TASC) (Wallace and Adams, 1993).

Abbreviations

AERA – American Educational Research Association
ALARJ – Action Learning Action Research Journal
APEX - ALL are Able Pupils Extending Opportunities
B&NES Bath and North East Somerset
BERA – British Educational Research Association
BPS – British Psychological Society
CPD - Continuing Professional Development
CRB – Criminal Record Bureau
DCSF – Department for Children, School and Family
DfE – Department for Education
DISTAR (Direct Instruction System for Teaching Arithmetic and Reading, a trademarked program of SRA/McGraw-Hill, a commercial publishing company)
DSG - Dedicated Schools Grant
HPC – Health Professions Council
INSET – In Service Training
LA – Local Authority
LEA – Local Education Authority
NOF – New Opportunities Fund
TASC – Thinking Actively in a Social Context
TED – Technology, Entertainment, Design.
QCA – Qualifications and Curriculum Agency