An epistemology for the Self-Study of Teacher-Education Professional Practices

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For presentation at the 2025 Conference of the International Study Association on Teachers and Teaching at the University of Glasgow on the 2nd July 2025

Abstract

This paper is based on the assumption that a professional will want to know the effects of what they do. For Self-Study Teacher-Educator professionals, such claims to know with include the educational influences in their own learning and in the learning of the teachers they are working with. The importance of an epistemology for the Self-Study of Teacher-Education professional practices is that this epistemology is the theory of knowledge of these claims to know. Epistemologies are usually distinguished by their unit of appraisal, their standards of judgment and the logic of the claims to know. In the Self-Study claims to know analysed in this paper, the unit of appraisal is the self-study researcher's explanation of their educational influences in their own learning, in the learning of others and in the learning of the social formations within which the practice is located. The standards of judgement include the relationally dynamic values that the self-study researcher uses to distinguish their learning and the learning of others as educational. These embodied values are clarified in the course of their emergence using a process of empathetic resonance with digital visual data. The logic is a living logic that draws on propositional and dialectical logic whilst recognising that proponents of these logics have often rejected the rationalities of each other's logic. I agree with Marcuse that logic is the mode of thought that is appropriate for comprehending the real as rational. The global implications of the epistemology proposed in this paper are related to the global movement of a Living Educational Theory Research approach to the continuing professional development of teachers and teacher-educators. The paper draws on the research-based growth of educational knowledge in a 'Self-Study of Teacher-Education Professional Practices' between 1967-2025.

Keywords: Epistemology; Self-Study; Professional Practice; Values; Living Educational Theory Research; Educational.

Introduction

 My self-study of my teacher-education practices began in 1967 in the first science lesson I taught at Langdon Park School in London's Tower Hamlets. During the lesson it was clear to me that my pupils did not understand my communications of my lesson content. I felt concerned that my pedagogy was not communicating and I asked myself, 'How do I improve what I am doing so that my pupils understand better the scientific understandings I am seeking to communicate?' This question marks the beginning of my self-studies of my teacher-education practices. You can access my research writings over the last 58 years from https://www.actionresearch.net/writings/writing.shtml .

This paper introduces the growth of my understanding of an epistemology for the Self-Study of Teacher-Education Professional Practices. I have researched this growth of my understanding in many publications and conference presentations. I include these as they give you access to the public communications that have been freely accessible over the 58 years of my professional and academic contributions to education and educational theory. The live urls should give you immediate access to the texts. I have included the reference to Catherine Snow's 2001 Presidential Address to the American Educational Research Association (AERA) as Catherine highlights the importance of making public the embodied knowledge of teachers. I was pleased to be a founder member of the Self-Study of Teacher Education Practices (S-STEP) at the 1993 AERA Conference and the publications below start with my responses to five other founder members of S-STEP in a Special Issue of Teacher Education Quarterly, on 'Self-Study and Living Educational Theory. In many ways this presentation is in the form of a legacy, of my contributions to the growth of educational knowledge, that is focused on 'An epistemology for the Self-Study of Teacher-Education Professional Practices'. The themes that distinguish this legacy are the generation and clarification of an epistemology for the self-study of teacher education practice that has emerged from Living Educational Theory Research. Whilst this epistemology focuses on its units of appraisal, standards of judgement and living logics, it also addressed:

a) issues of clarifying the meanings of the embodied values used as explanatory principles in explanations of educational influences in learning. These clarifications involve the use of a method of empathetic resonance with digital visual data from educational practice.
b) The importance of distinguishing the meaning of education from educational.
c) The professional responsibility of a teacher-educator for their own professional development in the generation and sharing of their own living-educational-theories with values of human flourishing.
d) Extending the cognitive range and concern of a professional with the values of global citizenship and an engagement with educational policies from the United Nations and other global agencies.
e) Validating claims to knowledge.

I shall now introduce you to fourteen of my publications and conference presentations over the last 30 years from 1995-2025 to leave you with access to my educational inquiries that are made public for open access to public criticism and validation. I have included Catherine Snow's 2001 Presidential Address to AERA in the list below as it highlights the importance of making public the processes for validating the embodied knowledge of professional teacher-educators.

i) Comments in the 1995 Special issue of Teacher Education Quarterly on 'Self-Study and Living Educational Theory'. Retrieved from https://www.actionresearch.net/writings/jack/jwteq1995all.pdf
ii) In her Presidential Address to AERA in 2001, Catherine Snow focused on the importance of developing agreed-upon procedures for transforming knowledge based on personal experiences of practice into 'public' knowledge,

iii) Whitehead, J. (2009) Self-study, Living Educational Theories, and the Generation of Educational Knowledge. Retrieved from https://www.actionresearch.net/writings/jwselfstudyjournal1109.pdf

iv) Successful BERA Keynote Symposium (2009) proposal on Explicating A New Epistemology For Educational Knowledge With Educational Responsibility Retrieved from **http://www.actionresearch.net/writings/bera09/bera09keypropall.pdf**

v) Whitehead, J. (2009) An epistemological transformation in educational knowledge from S-STEP research. Retrieved from https://www.actionresearch.net/writings/jack/jwsstep130409sandiego.pdf

vi) Whitehead, J. (2010) Meanings of Empathetic Resonance and Validity in Visual Narratives: A passion for compassion and loving what we are doing. Retrieved from https://actionresearch.net/writings/jack/jwempatheticresonancepaperopt.pdf

vii) Whitehead, J. (2010) Creating An Educational Epistemology In The Multi-Media Narratives Of Living Educational Theories And Living Theory Methodologies. Retrieved from https://www.actionresearch.net/writings/bera10/jwbera10individual310810.pdf

viii) Delong, J. & Whitehead, J. (2011) Transforming educational knowledge through making explicit the embodied knowledge of educators for the public good. Retrieved from https://www.actionresearch.net/writings/aera11/jdjwaera11.pdf

ix) Whitehead, J. (2012) To Know Is Not Enough, Or Is it? Retrieved from https://www.actionresearch.net/writings/jack/jwaera12noffke200212.pdf

x) Whitehead, J. (2014) A self-study contribution to a history of the self-study of teacher education practices. Retrieved from https://www.actionresearch.net/writings/jack/jwCastle102014.pdf

xi) Whitehead, J. (2019) What makes 'educational research' educational? Retrieved from https://www.actionresearch.net/writings/jack/jwbera2019final.pdf

xii) Whitehead, J., Delong, J., Huxtable, M., Campbell, E., Griffin, C. & Mounter, M. (2020) Self-Study in Elementary and Secondary Teaching: A Living Theory Approach. Retrieved from https://www.actionresearch.net/writings/jack/STEPchpt4june2020.pdf

xiii) Whitehead, J. & Huxtable, M. (2023) Why a focus on 'what is educational?', matters so much in reconstructing education. Retrieved from https://doi.org/10.1080/03323315.2023.2251451

xiv) Whitehead, J. & Huxtable, M. (2024) Living Educational Theory Research as an Epistemology for Practice: The role of values in practitioners' professional development. London; Routledge.

xv) Whitehead, J. & Huxtable, M. (2025) A Living Educational Theory Research Approach to Continual Professional Learning and Development with Values. Draft retrieved from http://www.actionresearch.net/writings/jack/mhjwpdierevised301124.pdf

1) My comments in the 1995 Special issue of Teacher Education Quarterly, on Self-Study and Living Educational Theory (Whitehead, 1995). In these comments I analyse the contributions from the S-STEP researchers, Stefinee Pinnegar, Karen Guilfoyle; Mary Lynn

Hamilton; Peggy Placier and Tom Russell, from a Living Educational Theory Research perspective.

> …we should all take as one of our unifying themes a commitment to develop an epistemology of educational practice. By focusing on our practice and working on different ways of representing our educational narratives, I think we are well on the way to reconstructing educational knowledge and theory. With the new starting point in our educative experiences, Stefinee shows us how to embrace feeling and emotion in the construction of meaning and community. Karen's feminist analysis and use of critical social theory can help us to understand the nature of some of the constraints on our attempts to legitimate an epistemology of practice within the Academy. Mary Lynn's use of myth and metaphor helps us to use our creativity and imagination to think of ways of transcending these constraints. Peggy's expression of courage and use of a disciplined form of action reflection cycle might help us to document and represent a way of answering questions of the kind, "How do I live my values in m\ educational and professional practices? " I think Pam Lomax's work in her recent contribution to Educational Action Research helps to show how some of my work might contribute to our understanding of the values "we " could use to account for ourselves in living good and productive lives in education and as we contribute to the education or our students and to educational knowledge and theory. (Whitehead, 1995, pp. 97-98)

2) Snow, C. E. (2001) Knowing What We Know: Children, Teachers, Researchers. Presidential Address to AERA, 2001, in Seattle, in *Educational Researcher*, Vol. 30, No.7, pp. 3-9.

> "The …. challenge is to enhance the value of personal knowledge and personal experience for practice. Good teachers possess a wealth of knowledge about teaching that cannot currently be drawn upon effectively in the preparation of novice teachers or in debates about practice. The challenge here is not to ignore or downplay this personal knowledge, but to elevate it. The knowledge resources of excellent teachers constitute a rich resource, but one that is largely untapped because we have no procedures for systematizing it. Systematizing would require procedures for accumulating such knowledge and making it public, for connecting it to bodies of knowledge established through other methods, and for vetting it for correctness and consistency. If we had agreed-upon procedures for transforming knowledge based on personal experiences of practice into 'public' knowledge, analogous to the way a researcher's private knowledge is made public through peer-review and publication, the advantages would be great (my emphasis). For one, such knowledge might help us avoid drawing far-reaching conclusions about instructional practices from experimental studies carried out in rarified settings. Such systematized knowledge would certainly enrich the research-based knowledge being increasingly introduced into teacher preparation programs. And having standards for the systematization of personal knowledge would provide a basis for rejecting personal anecdotes as a basis for either policy or practice." (p.9)

3) Whitehead, J. (2009) Self-study, Living Educational Theories, and the Generation of Educational Knowledge. Studying Teacher Education, 5(2); 107-11. https://www.actionresearch.net/writings/jwselfstudyjournal1109.pdf

In this commentary I focus on both the learning I am seeing in the longitudinal studies and the evidence of educational influences in students' learning that I believe could be enhanced in producing co-created living theories with teacher educators, students and pupils as researchers. I find that the most inspiring quality of this issue resides in the evidence of the teacher educators' own learning that they show in their reflections on their own values and understandings and the responses of their students.

In my own writings I have stressed the importance of explaining our educational influences in our learning as teacher educators, in the learning of our students and in the learning of the socio-cultural formations in which we live and work. I see a difference between learning and educational learning. Much learning is not educational. Many of my students tell me how family and schooling experiences have subdued their natural curiosity and knowledge-creating capacities. They say that they have to un-learn some of the learning from these early experiences in regaining their natural exuberance and love for life and learning. In distinguishing learning from educational learning I use the idea that educational learning is informed by values that carry hope for the future of humanity. (p. 107).

4) Successful BERA Keynote Symposium (2009) proposal on Explicating A New Epistemology For Educational Knowledge With Educational Responsibility. Retrieved 16th January 2009 from

http://www.actionresearch.net/writings/bera09/bera09keyprop.pdf

Whitehead's individual contribution:

https://actionresearch.net/writings/bera09/jwbera09paper230809opt.pdf

A presentation in the keynote symposium on Explicating A New Epistemology For Educational Knowledge With Educational Responsibility at the British Educational Research Association Annual Conference on the 3rd September 2009 at the University of Manchester.

Abstract

For centuries, the knowledge that has been used to enhance professionalism in education has been presented to the Academy for legitimation in bound volumes of mainly words on pages of printed text. The language and logics of these texts have been dominated by the Aristotelian logic with its law of contradiction to eliminate contradictions from correct thought, and to a lesser extent by a dialectical logic with the inclusion of the nucleus of contradiction in correct thought. In these texts educational theory is presented within conceptual frameworks in which explanations for the educational influences of individuals

in learning are tested for validity through the application of an explanation, derived from the general explanation in the theory, to a particular case. Different forms of explanation are offered here to enhance professionalism and generate educational knowledge. These explanations are grounded in the belief that the embodied knowledge of many educators could be made explicit to recognise the accomplishments of master and doctor educators. The explanations are generated by individuals in enquiries of the kind, 'How do I improve what I am doing?' working within communities of practice and knowledge---creation.

The explanations offered below include multi---media presentations using digital technology to look at the practical principles in the explanations given by individuals for their educational influences in learning. The practical principles are grounded in energy---flowing values with an awareness of the influence of the relational dynamics of complex ecologies (Lee and Rochon 2009). I call such explanations living educational theories to distinguish them from the theories of education derived from the traditional disciplines of education.
The primary contribution of these presentations to the theme of the symposium is in the explication of the units of appraisal, standards of judgment and living logics in an epistemology for living educational theories with educational responsibility.

Introduction

As a student of education between 1966---7, on my initial teacher education programme at the University of Newcastle, I produced my first study of education entitled 'The way to professionalism in education?' My interest and passion in contributing to enhancing professionalism in education have continued with a sustained focused on the creation of educational theories that can validly explain the educational influences of individuals in their own learning, in the learning of others and in the learning of social formations.
This presentation draws on my learning from a 36 year old educational research programme into the nature of educational theory at the University of Bath between 1973---2009. It has particular significance for me because my tenured contract with the University was completed earlier this week on the 31 st August and I began a new three year contract as a Visiting Fellow on the 1 st September. Hence I can now start this new phase of my educational research at this keynote symposium with a review of my learning about educational theory over the course of my research programme.

Participating with me (Whitehead, 2009c) in this symposium are Margaret Farren from Dublin City University in the Chair, Christine Jones, an Inclusion Officer from Bath and North East Somerset as Discussant and Jean McNiff (2009) from York St. John University, Jane Renowden 92009) from St. Mary's College and Marie Huxtable (2009b), a Senior Educational Psychologist from Bath and North East Somerset, as co---presenters. We have worked together over several years and shared ideas in what I see as a community of practice and knowledge---

creation.

In organizing this presentation I shall:

i) Explain the significance of grounding it in communities of practice and knowledge---creation.

ii) Give reasons for focusing on educational influences in learning with educational responsibility.

iii) Present meanings of the practical principles that can constitute explanations of educational influence using digital technology in multi---media narratives.

iv) Present the units of appraisal, the living standards of judgment and the living logics that help to constitute living educational theories with educational responsibility

5) Whitehead, J. (2009) An epistemological transformation in educational knowledge from S-STEP research: Jack Whitehead's introduction to the S-STEP session on Monday 13th April 2009, in San Diego. Published in Crotty, Y. & Farren, M. (2013) Digital Literacies in Education: Creative, Multimodal and Innovative Practices. Oxford; Peter Lang.
https://www.actionresearch.net/writings/jack/jwsstep130409sandiego.pdf

I shall start the conversation on Monday 13th April with some evidence that s-step researchers have answered Schön's (1995) call for a new epistemology. I shall claim that this new epistemology can be made explicit from the explanations given by s-step researchers for their educational influences in their own learning, in the learning of others and in the learning of the socio-cultural formations in which we live and work. I call these explanations living educational theories (Whitehead, 1989, 2009)… In claiming that s-step researchers have brought about an epistemological transformation in educational knowledge (Bruce-Ferguson 2008; Whitehead 2008a & b; Laidlaw, 2008; Adler-Collins 2008; Huxtable 2009) I want to focus on the inclusional units of appraisal, the standards of judgment and the logics of this new epistemology.

6) Whitehead, J. (2010) Meanings of Empathetic Resonance and Validity in Visual Narratives: A passion for compassion and loving what we are doing.
https://actionresearch.net/writings/jack/jwempatheticresonancepaperopt.pdf

I am aware of a difference in communication between my experience of the meanings of embodied expressions of energy and values, that I and others use to explain why we do what we do in our educational relationships, and the meanings of explanatory principles of educational influences in learning, in pages of printed text.

The difference is important because of my belief that the explanations in pages of printed text are distorting, masking or omitting the sharing of vitally important understandings that we embody in what we do. I am claiming below that the ideas of empathetic resonance (Sardello, 2008) and validity (Polanyi, 1958; Habermas, 1976; Dadds, 2008) can help to prevent such distortions, maskings or omissions with the inclusion of visual data in the communication of meanings of energy flowing values in explanations of educational influence. Hence the question I am seeking to answer is:

Are ideas of Empathetic Resonance and Validity helpful in communicating meanings of embodied expressions of life-affirming energy and values? I am thinking of energy flowing values of compassion, love and learning in explanations of educational influences in learning.

7) Whitehead, J. (2010) Creating An Educational Epistemology In The Multi-Media Narratives Of Living Educational Theories And Living Theory Methodologies. Action Researcher in Education 1(1); 89-109.
https://www.actionresearch.net/writings/bera10/jwbera10individual310810.pdf

Recent issues of Research Intelligence (102, 103, 104, 105, 107, 109 and 110, Whitehead, 2010a) have raised questions about limitations of printed, text base media of educational research, such as the British Educational Research Journal (BERJ), for communicating the meanings of the energy-flowing values that contribute to the explanatory principles that can be used to explain educational influences in learning.
There has also been much discussion in the AERA publication Educational Researcher (2009) about discourses on narrative research together with a lack of clarity about what constitutes educational research as distinct from education research. In a BERA 09 keynote symposium on an educational epistemology for educational knowledge, practitioner-researchers provided evidence-based narratives to justify their claims that they had created and legitimated, within their doctoral enquiries, a relationally dynamic epistemology for educational knowledge (BERA09). The contributions to this keynote symposium can be seen as an answer to Schön's (1995) call for the development of a new epistemology for the scholarship of teaching and to Snow's (2001) call for the development of methodologies for making public the professional knowledge of teachers.

This paper continues to contribute to this new epistemology and methodology with evidence-based contributions on the use of multi-media narratives for communicating the nature of living educational theories and living theory methodologies. The idea of a living educational theory is that it is an explanation produced by an individual to explain their educational influences in their own learning, in the learning of others and in the learning of the social formations in which they live and work. The originality of the paper lies in the use of a method for using empathetic resonance with video-data to clarify the meanings of energy-flowing values as explanatory principles in explanations of educational influence in learning. A key concern is to show how these,narratives are able to resist becoming unwitting tools of integrated world capitalism (Guattari, 2000, pp.48-49)by focusing the research on both improving practice and generating knowledge with educational values that carry hope for the future of humanity. These values will be related to a particular commitment to education as a means of 'humanizing society' and 'facilitating the flourishing of humanity' (Liverpool Hope University 2010).

8) Delong, J. & Whitehead, J. (2011) Transforming educational knowledge through making explicit the embodied knowledge of educators for the public good. Presentation at the American Educational Research Association Conference in New Orleans 8-12 April 2011
https://www.actionresearch.net/writings/aera11/jdjwaera11.pdf

This paper focuses on making explicit the embodied knowledge of educators using a living theory methodology and inciting the social imagination to create educational research for the public good. Using evidence from international contexts, the meanings of the energy---flowing values that educators use to explain their educational influences in their own learning and in the learning of others, are becoming more explicit. The evidence includes the living educational theories of professional educators, educational leaders and students as they study their practice in improving practice and creating cultures of inquiry. The authors study their practice in their own contexts building on learning from each other and from critiques of AERA presentations in improving the interpretation of multimedia data to represent and generate knowledge. Visual narratives are used to bring practitioner knowledges into the Academy with living standards of judgment.

9) Whitehead, J. (2012) To Know Is Not Enough, Or Is it? Paper presented on the 14th April at the 2012 AERA Conference in Vancouver in the Symposium, To Know Is Not Enough: Action Research As The Core of Educational Research. https://www.actionresearch.net/writings/jack/jwaera12noffke200212.pdf

This presentation explains how the living educational theories (Whitehead, 1989) of action researchers are at the core of educational research that can fulfill both halves of the mission of the American Educational Research Association "to advance knowledge about education, to encourage scholarly inquiry related to education, and to promote the use of research to improve education and serve the public good." (Ball and Tyson, 2011) and the Objects of the British Educational Research Association to encourage the pursuit of educational research and its application for both the improvement of educational practice and for the public benefit (BERA, 2010). Following Schön's (1995) advocacy, the explanation offers a new epistemology for the new scholarship. At the heart of this new epistemology are living-educational-theories that clarify energy-flowing, relationally dynamic explanatory principles (Whitehead, 2008) and living standards of judgment of love, hope and wisdom (Walton, 2012), with values of co-operative enquiry (Breeze, 2011). The presentation follows the structure of the successful proposal to AERA with Objectives/Purposes; Perspectives; Methods and Modes of Enquiry: Data sources, evidence, objects, or materials, Results; Scholarly Significance. The presentation offers visual narratives with digital technology (Crotty, 2011, 2012; Farren, 2011) and a method of empathetic resonance for clarifying and communicating meanings of energy-flowing values.

10) Whitehead, J. (2014) A self-study contribution to a history of the self-study of teacher education practices, in Garbett, D. & Ovens, A. (Ed.) (2014) Changing Practices for Changing Times: Past Present and Future Possibilities for Self-Study Research; Proceedings of the Tenth International Conference on Self-Study of Teacher Education Practices August 3rd - 7th, 2014, Herstmonceaux Castle, East Sussex, England. https://www.actionresearch.net/writings/jack/jwCastle102014.pdf

Over the course of my research between 1993-2014 I have consistently sought to make a contribution to the evolution of S-STEP in two ways. The first concerns the rationality of explanations of educational influence that include evidence of their influence in the learning of students. I am thinking here of the nature of the rationality in the unit of appraisal, living standards of judgment and the living-logics used by S-STEP researchers in their explanations of educational influence in learning. The second concerns the development of methods for clarifying and communicating the meanings of the embodied expressions of energy-flowing, ontological values as explanatory principles in explanations of educational influence. (p. 204)

11) Whitehead, J. (2019) What makes 'educational research' educational? Paper presented at the 2019 Conference of the British Educational Research Association Conference on the 11th September 2019 at the University of Manchester. https://www.actionresearch.net/writings/jack/jwbera2019final.pdf

The focus is on a distinction between education and educational research that can be used to address the question, 'What makes 'educational research' educational? The focus is related to a call by Whitty (2005) in his Presidential Address to BERA:

One problem with this distinction between 'education research' as the broad term and 'educational research' as the narrower field of work specifically geared to the improvement of policy and practice is that it would mean that BERA, as the British Educational Research Association would have to change its name or be seen as only involved with the latter. (Whitty, 2005, p. 172-173)

This is related to a similar call by the Executive Director of the American Educational Research Association, to editors of AERA publications, to use education research rather than educational research.

In answering his question, 'Why educational research has been so uneducational?' Torbert (1981) makes the case for a new model of social science based on collaborative inquiry. In answering the question what makes 'educational research' educational, this paper presents a different approach to one grounded in social science. It presents a Living Theory approach to educational inquiry that includes making public the embodied expression of relationally dynamic values of professional educators as the distinguishing qualities of educational research in explanations of educational influences in learning. The values are used as explanatory principles. The focus of this approach is on the contribution of living-educational-theories to enhancing research-based teacher professionalism in what makes educational research educational. It highlights the importance of including recognition and support for the generation of living-educational-theories by professional educators in educational policies, that is, policies that are educational.

These relationally dynamic values that distinguish educational research, from other forms of research including education research, will be related to the 2019 Presidential Address to the British Educational Research Association by Dominic Wyse, on 'Education and its contribution to human knowledge: reciprocal relationships between academic disciplines, policy and practice'.

12) Whitehead, J., Delong, J., Huxtable, M., Campbell, E., Griffin, C. & Mounter, M. (2020) Self-Study in Elementary and Secondary Teaching: A Living Theory Approach, in Kitchen, J., Berry, A., Bullock, S., Crowe, A., Taylor, M, Guojonsdottir, H. & Thomas, L. (2020). 2nd International Handbook of Self-Study of Teaching and Teacher Education Practices. Rotterdam, The Netherlands: Springer. Final draft before publication. https://www.actionresearch.net/writings/jack/STEPchpt4june2020.pdf

In this chapter we present examples of Living Theory research, a form of Self-Study, which show teachers, teacher educators and administrators researching to improve their teaching and the educational experience of students and contributing the knowledge they create in the process to a professional educational knowledge base. We clarify the relationship between education and educational research and show how Living Theory is distinguished within other forms of Self-Study research. Consideration is given to the opportunities and challenges of promoting this approach, and other forms of Self-Study research, as ways to improve practice in schools. We show the development of ideas since Whitehead's contribution 14 years ago, in 2004, to the first International Handbook of Self Study on, 'What counts as evidence in self-studies of teacher education practices?'. Our emphasis in this chapter is on practising educators, their professional development and gaining academic recognition for the embodied knowledges of master and doctor educators.

13) Whitehead, J. & Huxtable, M. (2024) Living Educational Theory Research as an Epistemology for Practice: The role of values in practitioners' professional development. London; Routledge.

This monograph is the first body of work to focus on the nature of the knowledge being generated through Living Educational Theory Research. As such it makes an original contribution to knowledge. In particular, it defines an epistemology for Living Educational Theory Research, making explicit the units of appraisal, standards of judgement and logics of the explanations for educational influences in the learning of professional practitioners, who are realising their responsibilities as global citizens. The monograph:

i Offers an academic justification for professional practitioners, exploring the implications of asking, researching and answering questions of the kind 'How do I generate valid contributions to the growth of a global academic, intellectual and scholarly knowledgebase for the flourishing of Humanity?'.
ii Provides live links to global resources that contain the evidence to justify all the claims to knowledge made.
iii Addresses differences in cultural values and influences around the world. These differences are acknowledged and integrated within original contributions to educational knowledge. These are exemplified by Living Educational Theory Research accounts, which have been academically legitimated by universities throughout the world.
iv Offers an original vision of professionalism that is values-led by adopting a Living Educational Theory Research approach to continuing and continual professional development. (p.1)

14) Whitehead, J. & Huxtable, M. (2023) Why a focus on 'what is educational?' matters so much in reconstructing education? Irish Educational Studies. September 2023, https://doi.org/10.1080/03323315.2023.2251451

This paper offers an argument as to why a focus on 'What is educational?' matters so much in reconstructing education. Living Educational Theory Research is presented as an approach that enables professional, educational-practitioners to contribute to reconstructing education locally and globally. The research is focused on the generation and testing the validity of living-educational-theories through researching questions of the kind, 'How do I improve my professional practice in education?' Living Educational Theory Research is a form of professional practitioner, self-study educational research. A living-educational-theory is an individual's explanation of their educational influence in their own learning, in the learning of others and in the learning of the social formation within which the practice is located. Research accounts are subjected to the mutual rational control of critical discussion with peers. This criticism strengthens the research, by enhancing the validity of the knowledge claims. It contributes to the reconstruction of education using an educational lens inndetermining what matters in reconstructing education. This extends the idea that education is focused on the transmission of knowledge. It extends it by including the knowledge-creating capacities of each individual. The conclusions concern the importance of an 'educational' lens in understanding what matters in reconstructing education.

15) Whitehead, J. & Huxtable, M. (2025) A Living Educational Theory Research Approach to Continual Professional Learning and Development with Values. *Professional Development in Education*

We contend that *professional* practitioner's learning and development requires more than improving skills, knowledge and expertise associated with a field of practice and behaving in accord with the ethical statements of organisations. It requires practitioners to §realise their responsibilities to hold themselves to account for the consequences of their practice for human flourishing and contributing to the growth of a global knowledgebase all may benefit from. *Professional* practice is shaped by, and shapes, dynamic, complex ecologies comprised by local, national, and global priorities and cultures. This is of international concern, as illustrated by The United Nations' vision for transforming education, the global vision in a European framework and the values vision of the Magna Charta Universitatum.

We draw on academically rigorous and validated accounts of Living Educational Theory Research created by professional practitioners working in various fields and contexts. We analyse their accounts to illustrate how, by engaging in Living Educational Theory Research as CPD, professional practitioners establish a robust evidence base for policy and practice development, which enhance the learning of individuals and communities to flourish, help others do so too, and contribute to Humanity learning to flourish as a benign present in the world.

Concluding

As an 80 year old professional educator and educational researcher I am able to reflect on some 58 years of professional engagement in education (1967-2025) and to consider the nature of my contribution to the knowledgebase of education. I have shared the legacy of my writings at https://www.actionresearch.net/writings/writing.shtml . Whilst the educational significance of these writings is demonstrated in my own professional learning, their educational significance can be judged by their educational influences in the learning of others with the evidence of learning to live values of human flourishing as fully as possible. You could provide evidence of the educational influence of this presentation by showing that it stimulated you to contribution your living-poster to the homepage at https://www.actionresearch.net/writings/posters/homepage2023.pdf and by contributing your living-educational-theory for consideration for publication in the Educational Journal of Living Theories at https://ejolts.net/.

This presentation offers the opportunity for me to celebrate my final doctoral supervision at the University of Cumbria (and to congratulate Margaret Wadsley, 2025). I do hope that you will access my doctoral supervisions at https://www.actionresearch.net/living/living.shtml

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