

**Transfer of registration from  
Probationary to Confirmed PhD or MPhil to PhD**

**DRAFT Paper 28 February 2021**

*(in accordance with University of Cumbria procedures and in compliance with Lancaster University regulations)*

**Name of student:** Joy Mounter

**Provisional Research Title:** A Living Educational Theory research approach to continual professional development in education: How am I contributing to enhancing the professional development of educational practitioners accepting educational responsibility for their Living Professionalism?

**Funding source:** Joy Mounter

**Transfer paper to provide evidence of:**

- the doctoral potential of the student
- the doctoral potential of the research project
- the probability of timely completion within the expected period of registration

**Word Count:** 5998

**Abstract**

A doctoral thesis is essentially a recognisable and original contribution of knowledge to an academic field. The originality of my thesis is in the presentation of a Living Educational Theory research approach to continual professional development in education. The originality includes educational practitioners accepting educational responsibility for their living professionalism. Two new, Living Educational Theory master's degrees have been designed and awarded university validation during this research. These enable a given curriculum to support educational practitioners to create their own living curriculum as they generate their own living-educational-theories. These living-educational-theories are explanations of the individual's educational influences in their own learning and in the learning of others. An analysis of the literature on Living Educational Theory research reveals a weakness in the explanations of educational influences in the learning of social formations. An explanatory principle of ~i~we~l~us~ relationships is proposed to overcome this weakness. Spirals and living interactive posters are presented as two research methods that have emerged in the course of this Living Educational Theory research, rather than being derived from other methodologies.

**Introduction to Transfer Paper**

My transfer paper will provide evidence of:

- My doctoral potential
- My doctoral potential of my research project
- Probability of my timely completion within the period of registration

The evidence I provide here is in the form of a first full draft of my introductory chapter to my thesis. This will provide:

- Abstract
- Introduction that locates and provides a rationale for my research
- Evidence of critical and creative engagement with literature
- An outline of my research methodology and methods
- The outline of my PhD thesis with an indicative list of chapters
- An illustrative bibliography, which includes the references of the introductory chapter and in addition to those references, I have included some of the key texts I will draw on in my thesis

Examples of my outputs to date are as follows:

- Timescale for remaining work will be completing by June 2022
- Illustrative Bibliography

## **Introductory Chapter to my Thesis**

### **Introduction**

This introductory chapter to my thesis will locate my research area and the importance of my original contributions to knowledge to the professional knowledge-base. I will explore why this research is needed, the limitations my thesis addresses and my research questions, which clarify the problem this thesis addresses. The value of this contribution to the field will also be explored through identifying the central arguments, the aims of the research and locating the research in current academic research and literature. My world-view will clarify social-ontological, epistemological and methodological inventiveness (Dadds and Hart, 2001, p. 166) and stance, whilst also introducing the methods used. The structure of the thesis will also be outlined for the reader.

The contribution, relevance and significance of my research will be clarified in this introduction.

My introduction is organised as follows

1. **Introduction to this Chapter** briefly Identifying Thesis Aims, Research Questions, Original Contributions to Knowledge and Outcomes
2. **Locating my Research** within the area of the Professional Development of Educational Practitioners and Identifying the Limitations my Thesis will Address

3. **My Research Journey**
4. **Definition of Key Terms**
5. **Locating my Research in current Academic Research** and the Issues that will be Addressed
6. **Importance and Relevance of my Research** to the Profession of Educational Practitioners
7. **My World-view**, Social-Ontological, Epistemological and Methodological Inventiveness (Dadds and Hart, 2001, p.166)
8. **Methodology and Methods Used**
9. **Original Contributions to Knowledge**
10. **Structure of my Thesis**

### **1. Introduction to this Chapter briefly Identifying Thesis Aims, Research Questions, Original Contributions to Knowledge and Outcomes**

The original contributions to educational knowledge made by my thesis are focused in the sphere of the continual, professional development of educational practitioners.

The aim of my research is to create a new form of continual professional development for educational practitioners accepting educational responsibility, addressing limitations identified in Living Educational Theory as a professional way of life.

As an educational practitioner I explore the implications of accepting my educational responsibility for my research-led continual professional development. The originality is focused on my clarification and communication of my meanings of educational practitioner and accepting educational responsibility, as I explore these implications. At the heart of the originality of my thesis is the use of my epistemological value of Living Educational Theory research 'as a professional way of life', in my explanation of my educational influences in my own learning, in the learning of others, and importantly in the learning of social formations. This third area of educational influence in learning in social formations is demonstrated in the nature of (i-we-I) ~us~ relationships. Gaining academic accreditation for two Living Educational Theory Master's degrees with Newman University, and a Living Educational Theory Master's degree apprenticeship with The Learning Institute, demonstrates the transformational nature of the social formations understanding of the Given Curriculum and Living Curriculum with i-we-I~us~ relationships as an explanatory principle. My original contribution includes Spirals as a research method, a living-archive used to capture educational influences in learning.

I also offer as an original contribution Living Interactive Posters as a research method and form of master's level assessment within my relational value of i-we-I~us~ relationships.

The relational dynamic between my original contributions to knowledge, are drawn upon in the creation of a living-educational-theory research methodology, central to the continual professional development of educational practitioners.

Key questions I address in my thesis:

How can I address limitations identified in Living Educational Theory research to explore the educational influences in social formations?

How can I support educational practitioners to engage in values-led continual professional development?

What research methods can be utilised by Living Educational Theory researchers that are derived from this methodology and not others?

How can I contribute to the continual professional development of educational practitioners?

## **2. Locating my Research**

A doctoral thesis is essentially an original contribution to knowledge. The originality of my thesis can be understood in terms of overcoming limitations and mistakes in the present state of a Living Educational Theory research to continuing professional development in education.

The originality of my thesis is my presentation of Living Educational Theory research as a continual process of professional development by educational practitioners accepting educational responsibility for their living professionalism.

A Living Educational Theory research approach to the continual professional development of teachers has been proposed by Whitehead and Huxtable (2016). This was based on Whitehead's (1989) original idea that professional educators could generate and share their explanations of their educational influences in their own professional learning, in the learning of others and in the learning of the social formations that influenced practice and understandings. However, an analysis of the literature on a Living Educational Theory research approach to continual professional development in education reveals weaknesses, including the explanations of educational influences in the learning of social formations. My thesis addresses this weakness and shows how it can be overcome using ~i~we~I~us~ relationships as an explanatory principle.

Here are the limitations and errors that are transcended in my thesis:

1. Living Educational Theory research has been mistakenly abbreviated to Living Theory.

Whitehead's books and papers show how Living Educational Theory research has been mistakenly abbreviated to Living Theory

2. Living Educational Theory research has not been clearly distinguished from other methodologies.

Whitehead's individual and joint publications demonstrate how Living Educational Theory research has been mistakenly subsumed and hidden within Action Research.

3. Using methods from other methodologies has masked the distinct methods generated in Living Educational Theory research.

The thesis presents the distinct methods of spirals and interactive living-posters for use in Living Educational Theory research. These methods have not been derived from other methodologies.

4. In his 54 years of professional engagement in education, 49 of which were spent in Higher Education, Whitehead did not manage to gain academic legitimacy for a curriculum of continuing professional development in education grounded in Living Educational Theory research.

The thesis presents Living Educational Theory research in values-led master's programmes, for continuing professional development in education, that have been legitimated in two Universities.

5. The emphasise on explaining the educational influences of individuals in their own learning and in the learning of others has deflected attention on the importance of clarifying the explanatory principles that can explain an individual's contribution to their educational influences in the learning of a social formation.

The thesis presents meanings of ~us~ in ~i~we~I~us~ relationships as an explanatory principle that can address the issue of Living Educational Theory research in social formations.

### **3. My Research Journey**

".. bringing more fully into the world the expression of a loving, life-affirming energy, of justice, of compassion, of freedom, of gift, of talent and of knowledge creation."

(Whitehead, 2007)

My doctoral research is focused on the creation and academic legitimation of my living-educational-theory research methodology drawing from my practice as a teacher researcher, as a head teacher researcher and now as a higher education lecturer and researcher. Over the years I have been part of different educational communities both virtual and physical. This has included various designated roles, a teacher, deputy and head teacher working in primary schools located in three English counties. More recently within higher education my role as Designated Safeguarding Lead, MA Course Leader, Leadership

Apprenticeship Lead, Module Tutor Level 4,5,6,7 and Professional Academic Tutor has supported my research.

Studying for a Master's degree was something I arranged outside of my school-based professional development. As practitioner researchers we became a group of energised and passionate educational practitioners researching our practice using a Living Educational Theory Research methodology with Prof. Jack Whitehead, at Bath University. This group gave me space to focus on improving teaching and learning for my pupils through focusing on my practice. I looked at the living-contradictions (Whitehead, 2019) in my practice and reflected on them as a focus and direction for my research. Living Educational Theory research enabled me to create my own living-educational-theory research methodology, in which I clarified my social-ontological and epistemological values which I drew on as my explanatory principles and standards by which I judged my practice. As an educational practitioner this process was transformational for my professional resilience and integrity in a period of tight government control, to my sense of making a difference to my pupils and to my own well-being and sense of professional commitment. The feeling of being part of a community of like-minded practitioners eager to challenge, question and research their practice was energising and gave me an insight into many settings, both within the fields of health and education. This journey became a shared research journey with my pupils, not drawing on them as a data set but as co-researchers, our research journey is captured within my master's assignment and dissertation (Mounter, 2012).

Reflecting back over many years as a researcher there have been two major and significant moments in my research journey, both have profoundly impacted my practice, my thinking and my way of being:

- I. Discovering Living Educational Theory (Whitehead, 1989) as a research methodology, but also as the lens I look through at life. Living Educational Theory research methodology as a way of life.
- II. The second moment was as a teacher with my class of 6/7/8-year olds. I was telling them we are all learners and about my research for my Master's degree when child A asked a simple, but profound question, "How can grown-ups write about learning without us?" "We can help," piped up a second voice. I cannot emphasise enough the profound impact those two statements had on me and the resonance that has remained as my professional journey continues. This changed my thinking, my way of researching and writing, from 'I' to 'we/us'. The children as researchers had a passionate belief in making a difference (M.A.D) and transforming the 'we' to 'us', having an educational influence in the learning beyond their class and school for other children and grown-ups, through influencing social formations. As an educational practitioner within 'we/us' I accepted my educational responsibility to ask 'How can 'we' improve learning and our practice and share across 'us'.

The two points I have highlighted above are intrinsically intertwined and have led to the path my research took through my Master's assignments and dissertation (Mounter, 2012) and to the focus of my thesis and its creation.

“How often am I guilty of conjuring up a bright and fanciful show in the classroom only to realize that I am putting my students to sleep? How often do I make unilateral decisions about what is important and should be integrated into their lives?”  
(McNamee, 2006. p1)

#### **4. Definition of Key Terms**

**Educational Practitioner** – a practitioner research. Child or adult who accepts educational responsibility for their educational practice through undertaking Living Educational Theory research and holding their values as explanatory principles and standards of judgement. Practitioners who contribute to the flourishing of humanity and the professional knowledge-base.

**Accepting Educational Responsibility** – educational practitioners accepting educational responsibility carry out values-led Living Educational Theory research with a commitment to contribute to the flourishing of humanity and to the professional knowledge-base.

**Living Professionalism** – Educational practitioners accept educational responsibility for their living professionalism, an international standard of professionalism.

**Living Educational Theory Research** – a research methodology first published in 1989 by Jack Whitehead. Educational practitioners research their educational influences in their own learning, the learning of others and the learning of social formations. Practitioners clarify their ontological values through their research and use these as their explanatory principles and standards of judgement.

**Spirals** – a research method and original contribution to knowledge enabling educational practitioners of any age to capture and continually engage with data from their educational practice and research. Spirals was developed from and for Living Educational Theory research and not adapted from another methodology.

**Living Interactive Posters** – a research method and form of Master's level assessment, Living Interactive Posters require practitioners to create a multi-media academic presentation of their research engaging the reader. This is a snap shot in time, a moment in the continual cycle of Living Educational Theory research.

**Nurturing Responsiveness deepening to Nurturing Connectiveness** – This is the energy captured in the tilde~ in the relational value of ~i~we~I~us~. Nurturing responsiveness is the connection with another that explores the given curriculum, research focus. Nurturing connectiveness is a deeper connection and energy within the tilde~ where the living

curriculum is offered and shared, the values that define us, our reflections and connections, ideas and understandings.

**~i~we~I~us~ as a relational value** – represents the connections found within a Living Educational Theory research Peer Validation group. Living Educational Theory requires the practitioner to consider the educational influences ~ in their own learning ~i~I~, the learning of others ~we~ and in the social formations they are part of ~us~.

**World view** – social-ontological values, epistemological values and methodological inventiveness (Dadds and Hart, 2001, p.166) in Living Educational Theory

## 5. Locating my Research in current Academic Research

The rationale for my research is related to its contribution in fulfilling the new standard for teachers' professional development of the Teachers' Professional Development Expert Group (2016) in their description of effective practice in the professional development of teachers:

High-quality professional development requires workplaces to be steeped in rigorous scholarship, with professionals continually developing and supporting each other. (Professional Development Expert Group, 2016, p. Preamble)

Amanda Spielman (2019), the Chief Inspector of OFSTED in her Twitter feed stated:

“Two words sum up my ambition for the framework and which underlie everything we have published today: substance and integrity.”

From this perspective of integrity and focus on substance in education, the Ethical Leadership Commission (2019) in the, 'Navigating the Moral Maze', report also highlight values as an integral requirement to retain leaders for the future of schools.

This call for integrity and moral purpose by school leaders in the new OFSTED framework, which came into schools in September 2019, will require space for the development and reflection on the ontological and epistemological values that drive the individual leader's moral purpose. Within a framework of research, that forms the heart of a practitioner's professional development, a methodology is needed that enables them to clarify and nurture their own constellation of embodied values and identify the embodiment of professional integrity. Living Educational Theory Research (LTR) methodology (Whitehead, 2010) enables the researcher to identify their life-affirming values and use these as their explanatory principles and standards of judgement when creating their own living-educational-theory and their living-educational-theory methodology. The educational practitioner's values are clarified and nurtured through the process. As the educational-practitioner generates their own living-educational-theory they find where they are living contradictions (places in their practice where their values are contradicted) or are not living



their values as fully as they can, and try to find ways of improving. This can also help to engender the belief of the educational practitioner that they can make an educational difference.

Whether newly qualified or an experienced teacher the amount of educational research papers that are read, drops significantly once qualified. This can be seen in Pretlow, 1903, p. 341; Wilde, 1903, p. 348, Johnson, 1963 and Johnson, 1966, p. 78 all cited in Zeuli 1992. This is also reflected in the anecdotal data I have gathered from training sessions I have run 2015-2017. I am interested in exploring this further with the greater focus on educational research as part of practitioners' continual professional development through my thesis. Maclellan (2016) discusses the problem of getting research into classrooms and believes time and the language of research papers can cause an accessibility barrier. He argues, "It comes down to that disconnect between the two audiences." This highlights the need for educational research, undertaken by educational practitioners, as well as research by those concerned with the disciplines of education such as sociologists, philosophers, historians and psychologists. Educational research is that undertaken by educational practitioners researching their practice to understand, improve and generate values-based explanations of their educational influence in learning.

My belief, one also held by Day (1999), is that practitioner Continual Professional Development should be intrinsically motivating and inspiring, part of a practitioner's professional and personal growth and transformation which are interconnected.

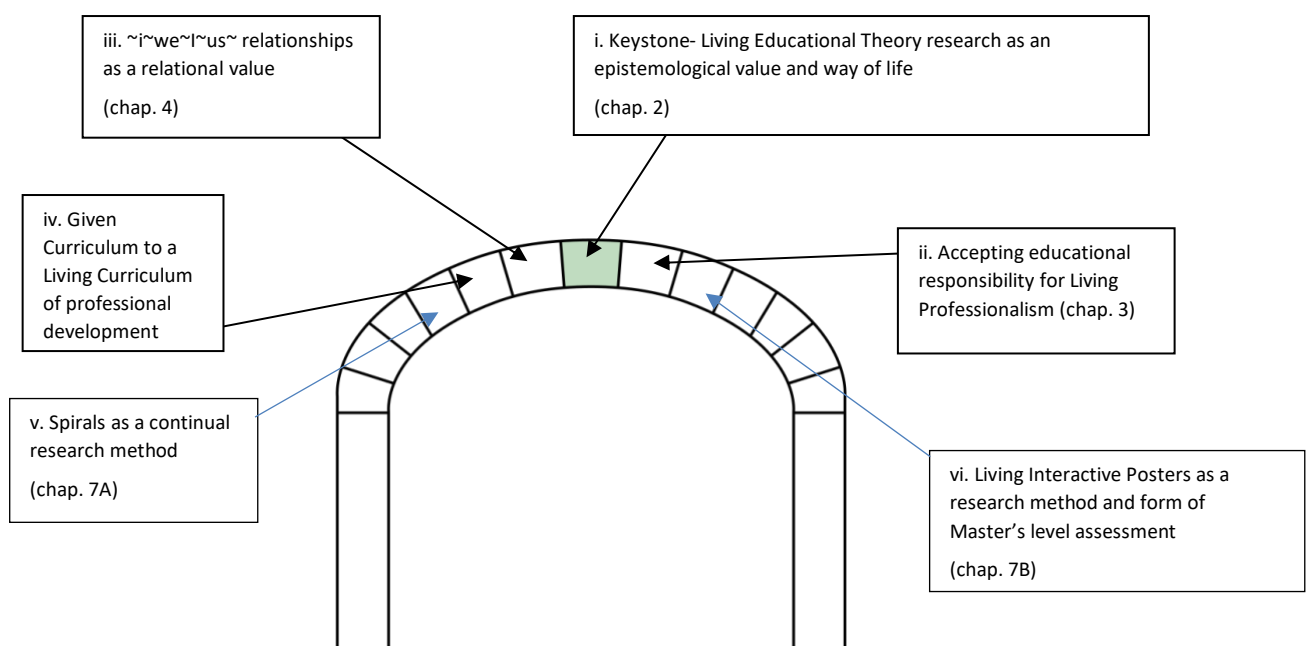
At a recent ATEE conference Snoek et al (2019) presented a keynote paper on reframing the teaching profession. The paper focuses on professional development as well as a general overview of the perceptions of teachers and teaching and emphasising a difference in the qualities of a good teacher and good teaching. The focus on career progression and how this should run vertically and horizontally within the profession highlights the breadth of skills a teacher has, and that we should not just look at the teaching aspect through a reductionist lens. Snoek et al identify strengthening the profession comes through a defined competence framework with clear career progression, which they believe will attract high-quality candidates. Attracting these high-quality candidates will depend on the perceived "attractiveness of the profession" (Snoek et al, 2019, p. 2). I would challenge Snoek et al's perception that a competency framework and sideways progression paths will ultimately make the profession more appealing to potential practitioners. I would argue the focus should also be on developing the competence and skills of the practitioners already in the profession and ensuring their well-being, commitment and energy. The exodus of teachers from the profession has been the focus of recruitment drives in recent years, as a fifth of teacher's state they do not plan to still be teaching in the next two years (Guardian, 2019).

Teaching is discussed as a 'dynamic profession' but Snoek et al do not clearly define what they mean by this term. Do they mean one full of energy, purpose and commitment?

Anecdotally from learners and practitioners I talk to, I do not believe this is what they will find at the moment!

## 6. Importance and Relevance of my Research

My original contributions to knowledge and the importance of the relational dynamic between them makes a contribution to the integrity of my thesis as a whole, defining the importance of my research. The relevance is contained within addressing limitations identified in Living Educational Theory research as a professional way of life where educational practitioners accept educational responsibility for their Living Professionalism.



## 7. My World-view

Social-Ontological, Epistemological and Methodological Inventiveness (Dadds and Hart, 2001, p.166) combine to create my world view defined in my thesis.

## 8. Methodology and Methods Used

As an educational practitioner I use a Living Educational Theory research methodology (Whitehead, 1989). Living Educational Theory as a research methodology was first introduced into the Academy in 1989 by Jack Whitehead. Throughout the years Whitehead has linked Living Educational Theory research to what he calls a 'constellation' of theories, one of these includes Action research. My value of Living Educational Theory research as a professional way of life challenges Whitehead's understanding of this theory as a cycle of action, to a way of professional life and continual Professional development. A lens through which an educational practitioner from 7 years of age (start of KS2) can accept educational responsibility and make a difference in the world through the

living-educational-theories they offer the educational knowledge-base, research from practitioners who are values-led in their practice. Living Educational Theory Research is the only research methodology where a practitioner's values act as explanatory principles and standards by which we judge our practice. Whitehead (2018) defines this as educational research – research which “the realisation of one's own life-affirming and life-enhancing values in practice”, adds to the educational knowledge base and flourishing of humanity. Living Educational Theory research methodology (Whitehead, 1989) highlights how researchers explore the educational influences in learning they have in their own learning, in the learning of others and in the social formations they are part of. An important epistemological value, Living Educational Theory research as a way of life, is a continual process of research and reflection, enabling me to engage with my world and my practice as continual professional (and personal) development.

This continual journey of research is captured and reflected on in Spirals, a research method explored in my thesis for all educational practitioners regardless of age, child or adult. I also include cycles of research and reflection drawn from Action Research and narrative as a form of communicating my research from Narrative Enquiry. I use these aspects as methods in my research, not additional methodologies as they do not influence my ontological or epistemological world-view.

## **9. Original Contributions to Knowledge**

I use the concept of 'living professionalism' to distinguish this Living Educational Theory research approach to continuing professional development. Through exploring the implications of asking, researching and answering my question 'How do I contribute to enhancing the professional development of educational practitioners?' I clarify meanings of, educational practitioner and accepting educational responsibility in living professionalism. I outline the design and contents of two Living Educational Theory masters programmes that I have negotiated University accreditation for, from my position as Masters Lead at The Learning institute. This includes the two methods of Spirals and Living Interactive Posters that have been generated from Living Educational Theory research, rather than being derived from other methodological approaches to educational research. The contents and assessment of these two Master Degrees explain how a given curriculum can be transformed into a living curriculum in the generation of an individual's living-educational-theory of their professional development. Hence the organisation of my thesis is designed to support the claims in the Abstract and highlight the part played by each of the following chapters to the thesis as a whole:

- i. Living professionalism: a Living Educational Theory research approach to continuing professional development – educational practice -
- ii. educational practitioner
- iii. accepting educational responsibility
- iv. ~i~we~l~us~ relationships as explanatory principles
- v. Two Living Educational Theory master's programmes
- vi. Given Curriculum to a Living Curriculum
- vii. Spirals and living interactive posters

Living Professionalism is an original contribution to knowledge. In my exploration of professionalism and professional development of educational practitioners. I have clarified the following aspects of Living Professionalism:

- Accepting educational responsibility for a personalised career structure
- Epistemological and social-ontological values-led educational practice clarified through a Living Educational Theory research methodology
- Membership of international, research Peer Validation Groups of intellectual and scholarly discourse
- Given-curriculum of professional development comprising skills and knowledge defined by professional standards and government targets
- Educational practitioners and students/pupils co-creating values-led explanations of educational influence in their own learning, the learning of others and in the social formations they are part of creating a holistic perspective from teacher and learner
- Values that contribute to the flourishing of humanity and a global social movement
- Creating a reflective record of their research and living curriculum
- Requirement to contribute to the educational knowledge-base – publish living-theory-research papers, attend and present at educational conferences
- Knowledge equality and knowledge democracy
- Living Educational Theory Master’s Degree study to enable the development of Living Professionalism

An educational practitioner I define as someone regardless of age (age 7 – KS2 upwards) that is researching their educational practice and learning, drawing on their ontological values as explanatory principles and standards of judgement. Living Educational Theory research is a form of practitioner research that identifies those values a practitioner tries to embody in their practice and they use these as explanatory principles and standards of judgement in their research. When I use the term ‘educational’ this is the definition I am referring to.

Accepting educational responsibility is an original contribution that explores the implications of educational practitioners ‘accepting educational responsibility’ for their own continual professional development using a Living Educational Theory research methodology. I ground this contribution to knowledge in the forefront of research in this field drawing on the America Educational Research Association’s presidential welcome for the 2021 AERA conference on Accepting Educational Responsibility. Professor Harper (2020) speaks of educational research being held within the academy, supporting professional development of practitioners through engagement with research. He describes his understandings moving from research used to support evidenced-based practice to evidence-informed practice. This slight movement is limiting. In chapter two of my thesis I

take this understanding forward with educational practitioners accepting educational responsibility for their own values-led, educational, professional development highlighting research-led practice.

As part of Initial Teacher Training which I am involved with at The Learning Institute, trainees have a responsibility to meet the standards for teachers set out in England by the government (DfE, 2016). It is my responsibility as the MA Course Leader to support the trainees to meet these standards in their practice and to continue to do so throughout their career. A standard that does not alter or raise as practitioners gain further experience and skills, this I question. I believe this is the minimum professional requirement. The first couple of years as a teacher are tough, there is a steep learning curve teaching all day long, independently and having responsibility for the class(es) you teach.

<b>Responsibility:</b>	<b>Educational Responsibility:</b>
Set out in my contract	Set out in my living-educational-theory methodology
To teach knowledge and skills outlined in National (Given) Curriculum	To support the generation of a Living Curriculum
To meet or surpass assessment targets, SATs, Performance Management targets	To inspire a love of educational research as a way of life and commitment to M.A.D.
Uphold policies in the setting, ie. behaviour	To move from requirements to inspiration, creativity, passion, commitment to something bigger than ourselves
Uphold national guidelines, ie. SEND, Teacher Standards, Headteacher Standards	To be a knowledge creator, adding to the professional knowledge-base

~i~we~l~us~ as a relational value is key to understanding my thesis and a thread that permeates through each aspect of my original contributions to knowledge. ~i~we~l~us~ is a relationally dynamic ontological value and epistemological, living standard of judgement This is a written linear representation of a non-linear, dialectical dynamic process of relational interactions through nurturing responsiveness deepening to nurturing connectiveness. ~i~we~l~us~ as a relational value also addresses the limitation identified in the explanations of educational influences in social formations in Living Educational Theory research. ~i~we~l~us~ the understanding we 'grow' and 'become' as part of the world, connected and with a sense of place through the growth and transformation found in 'others'. Relationships with self through others, the flow of energy, learning and growth shared 'in community' defined within ~i~we~l~us~ relationships leading to personal growth and transformation and community growth and transformation.

In chapter five of my thesis I introduce the reader to Living Educational Theory research ‘as a way of life’ through research-led professional development offered in the two Master’s degrees and a Master’s degree apprenticeship I have developed and validated through Newman University. My exploration and understanding of educational research-led professionalism is examined through a ‘given curriculum and living curriculum’ as an original contribution to knowledge and to the professional knowledge-base. This original contribution to knowledge refines my understanding of a curriculum, focusing on a Given Curriculum of professional development designed and written to enable educational practitioners to create their own Living Curriculum through a Living Educational Theory approach. A Given Curriculum is defined by the requirements of the organisation setting it, whether the Government and the National Curriculum (DfE, 2016) or a curriculum of professional development for educational practitioners developed by The Learning Institute; Living Educational Theory Master’s: MA: Values-led Leadership, MA: Inclusion and Special Educational Needs and Disability and a Master’s degree apprenticeship. Defined within the Given Curriculum are the knowledge, skills and attainment targets to be met. In contrast the Living Curriculum is generated by the practitioner themselves and runs beneath the Given Curriculum. This is further developed and explored in chapter two of my thesis. Creating their own Living Curriculum helps practitioners to find their place in the world, supporting ‘i~we~l~us~’ relationships, as Reiss and White (2003, p.1) describe:

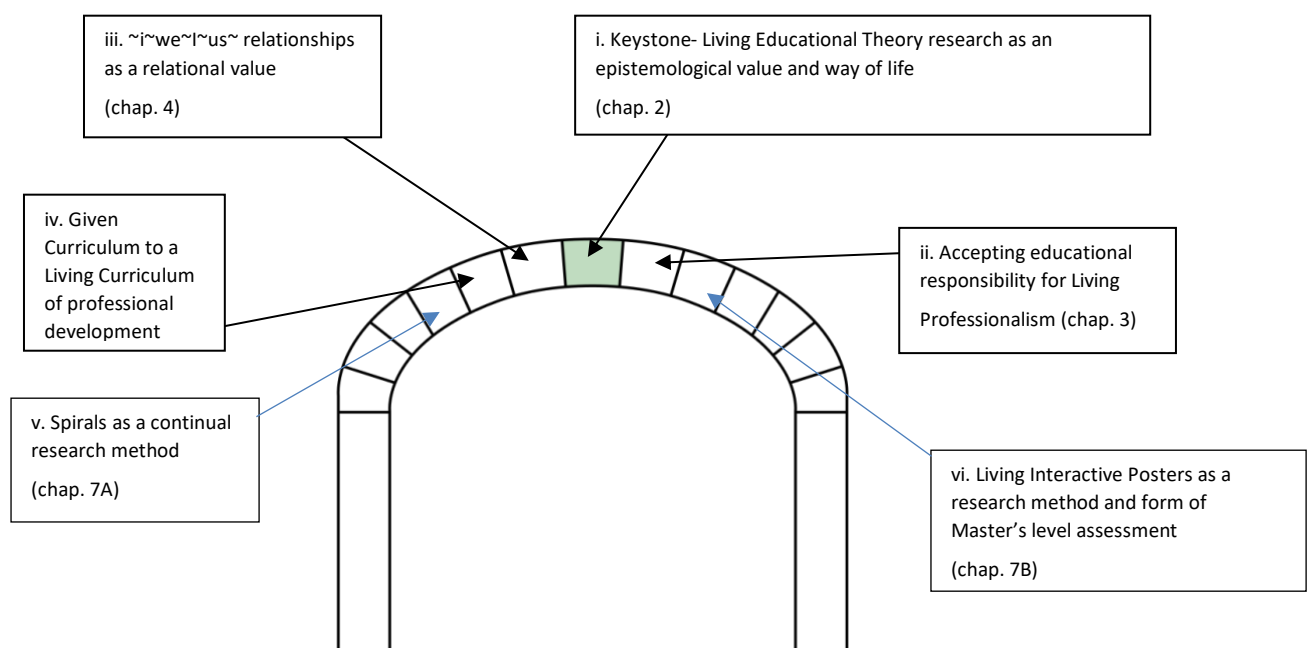
- to lead a life that is personally flourishing,
- to help others to do so, too.

A Living Curriculum is captured and understood within Spirals, a research method and an educational practitioner’s living-archive. To explain a Living Curriculum in my thesis I will use an ostensive definition of this tacit knowledge, as a clear understanding requires more than a lexical definition. Tacit knowledge is personal, implicit knowledge fully grounded in practice that it cannot be fully explained by a simple lexical definition (Horvath et al.,1999). Introduced by Polanyi (1958), tacit knowledge is acquired in relation to others, linking nicely to ‘i~we~l~us~’ relationships in community. As Living Educational Theory research is a way of life for educational practitioners the data captured can be vast and needs recording and storing carefully, on-going access is a necessity in the living aspect of the research journey and reflections. Spirals was created through co-researching with my pupils as a living-archive research method. A vast multi-media compilation of data, on-going analysis, thoughts, new connections, memories, profound questions and conclusions, values and links. The strength and use of multi-media data will be explored in chapter six of my thesis.

As an analogy for my thesis and the importance of Living Educational Theory research, my key epistemological value as a way of life, I envisage a stone archway. When built an archway has a keystone at the peak and centre of the arch, this not only holds the arch in place and alignment but also enables it to bare weight.

‘A keystone is the wedge-shaped stone at the apex of a masonry arch.... at the apex of arch. ....it is the final piece placed during construction and locks all the stones into position, allowing the arch or vault to bear weight.’ (Wikipedia, 2020)

I have struggled with my thesis making sense of my data and analysis, seeing the parts and how they come together to create a meaningful thesis. I appreciate I have quoted from Wikipedia above, something I would criticise of my students, however the point made in the quote resonates and is important. It talks of the keystone being vital to the whole, but the last stone laid in place. This is the same for my thesis. I have only found clarity of the whole at the end of identifying my original contributions to knowledge. Living Educational Theory research ‘as a way of life’ is my keystone, holding the other 5 original contributions together as educational practitioner continual professional development. This diagram is being explained and appears twice in this chapter as it is the foundation of my thesis.



My thesis is a contribution to educational practitioners professional development through my epistemological value of Living Educational Theory research as a way of life. This supports the development of a relational dynamic between the following contributions to knowledge, which includes the clarification of ~i~we~l~us~ relationships, accepting educational responsibility, Given Curriculum to a Living Curriculum, Living Interactive Posters and Spirals as a research method.

## **10. Structure of my Thesis**

### **Chapter 1. Introduction**

- 1.1 Introduction to this Chapter
- 1.2 Locating my Research
- 1.3 My Research Journey
- 1.4 Definition of Key Terms
- 1.5 Locating my Research in current Academic Research
- 1.6 Importance and Relevance of my Research
- 1.7 My World-view
- 1.8 Methodology and Methods Used
- 1.9 Original Contributions to knowledge
- 1.10 Structure of my Thesis

### **Chapter 2. Living Educational Theory as an Epistemological Value and Way of Life**

- 2.1 Living Educational Theory research as a epistemological value and way of Life
- 2.2 The Keystone

### **Chapter 3. Educational practitioners Accepting Educational Responsibility for Living Professionalism**

- 3.1 Education Practitioners Continual Professional Development
- 3.2 Accepting Educational Responsibility
- 3.3 Going Beyond Professional Standards – Challenging Orthodoxies
- 3.4 Educational Practitioners Living Professionalism
- 3.5 International Teacher Research Standards

### **Chapter 4. ~i~we~l~us~ as a Relational Value**

- 4.1 Non-linear Representation
- 4.2 ~i~we~l~ and the tilde between
- 4.3 Nurturing Responsiveness to Nurturing Connectiveness
- 4.4 ~us~ in Social Formations Contributing to the Flourishing of Humanity

### **Chapter 5. A Given Curriculum to a Living Curriculum of Professional Development**



5.1 Enhancing Educational influences in Learning in Social Formations – MA: Values led Leadership, MA: Special Educational Needs & Disabilities

5.2 Given Curriculum of professional development

5.3 A Given Curriculum to a Living Curriculum

## **Chapter 6. Methodology**

6.1 Meaning of Research Methodology and Method

6.2 What Characterises Living Educational Theory as a Research Methodology and Distinguishes it from other Methodologies?

6.3 Epistemology – Standards of Judgment, Unit of Appraisal, Logic

6.4 Ontology

6.5 Developing my living-educational-theory research methodology

6.5.i Methodologies and Methods drawn on:

6.5.ii Narrative Enquiry

6.5.iii Action Research

6.5.iv Self-Study Practitioner Research

6.6 Ethics and Values

6.7 Issues of Validity, Rigour...

6.8 Data Use, Collection and Analysis

6.9 Logics - Philosophies.

6.10 Living Educational Theory research and Professionalism

## **Chapter 7A Methods – Spirals and Living Interactive Posters**

7.1 The Creative Research Method of Spirals

7.2 Self-identity Motivation

## **Chapter 7B**

7.3 Living Interactive Posters as a Research Method and an Assessment Strategy encouraging ~i~we~I~us~ Relationships

## **Chapter 8 Multimedia Data Gathering and Analysis**

8.1 Multi-media Data

8.2 Clarifying Meanings of Values and their use in an Analysis of the Data

8.3 Including the Data as Evidence in Explanations of Educational Influence in

## Learning

### 8.4. Challenges for Validity and Rigour

### 8.5 Ethics

## Chapter 9 Findings

## Chapter 10 Conclusions, Implications and imagined possibilities

### Timescale for the Remaining Work

The table below provides an illustrative timetable for creating my thesis.

<b>Illustrative timetable for submitting and successfully defending my thesis by June 2022</b>	
<b>2021</b>	
April	<ul style="list-style-type: none"><li>• Submission of my Transfer Paper</li></ul>
May	<ul style="list-style-type: none"><li>• Draft Chapter 2</li></ul>
June	<ul style="list-style-type: none"><li>• Draft Chapter 3</li></ul>
July/ August	<ul style="list-style-type: none"><li>• Draft Chapter 4</li></ul>
September	<ul style="list-style-type: none"><li>• Draft Chapter 5</li></ul>
October	<ul style="list-style-type: none"><li>• Draft Chapter 6</li><li>• Share with peer validation group</li></ul>
November	<ul style="list-style-type: none"><li>• Draft Chapter 7</li><li>• Plan to present my research at a Conference</li></ul>
December	<ul style="list-style-type: none"><li>• Draft Chapter 8</li><li>• Share with peer validation groups</li></ul>
<b>2022</b>	
January	<ul style="list-style-type: none"><li>• Draft Chapter 9</li></ul>
February	<ul style="list-style-type: none"><li>• Draft Chapter 10</li></ul>
March	<ul style="list-style-type: none"><li>• Editing of final draft</li></ul>
April	<ul style="list-style-type: none"><li>• Edit and refine thesis ready for submission and practise for viva</li></ul>
May	<ul style="list-style-type: none"><li>• Edit and refine thesis ready for submission and practise for viva</li></ul>
June	<ul style="list-style-type: none"><li>• Submission of my thesis and continue to prepare for viva</li></ul>

## Illustrative bibliography

- Adams, T. E., Jones, S. H., and Ellis, C. (2015). *Auto/ethnography*. New York, NY: Oxford University Press.
- Alexander, R.J. (1995) *Versions of Primary Education*. London: Routledge.
- Alvesson, M. and Sköldberg, K. (2017) *Reflexive Methodology: New Vistas for Qualitative Research*. 3<sup>rd</sup> edn. London: Sage Publications.
- Anscombe, G.E.M. (1958) Modern Moral Philosophy. *Philosophy*. 33(124), pp. 1–19.
- Bair, M. A., and Enomoto, E. K. (2013) Demystifying Research: What's Necessary and Why Administrators Need to Understand It. *Peer Reviewed Articles*. 7. Available at: [http://scholarworks.gvsu.edu/coe\\_articles/7](http://scholarworks.gvsu.edu/coe_articles/7). (Accessed: 4 March 2018).
- Barthes, R. (1976) *Sade, Fourier, Loyola* (translated by Miller, R (1999) California: University of California Press.
- Barthes, R. (1977) *Image—Music—Text. Essays selected and translated by Stephen Heath*. London: Harper Collins.
- Bassey, M. (1992) Creating Education through Research. *British Educational Research Journal*, 18(1), pp. 3-16.
- Bayar, A. (2014) The components of effective professional development activities in terms of teachers' perspective. *International Online Journal of Educational Sciences*, 6(2), pp. 319-327. Available at: [http://mts.iojes.net//userfiles/Article/IOJES\\_1314.pdf](http://mts.iojes.net//userfiles/Article/IOJES_1314.pdf) (Accessed 23 December 2017).
- Biesta, G. J. J. (2006) *Beyond Learning; Democratic Education for a Human Future*. Boulder: Paradigm Publishers.
- Biesta, G., (2007). Why "What Works" Won't Work: Evidence-Based Practice and the Democratic Deficit. *Educational Research. Educational Theory*, 57(1), pp. 1-27.
- Bolam, R., McMahon, A., Stoll, L., Thomas, S., Wallace, M., Greenwood, A., Hawkey, K., Ingram, M., Atkinson, A. and Smith, M. (2005). *Creating and sustaining effective professional learning communities. Research Report 637*. London: DfES and University of Bristol. Available at: <http://dera.ioe.ac.uk/5622/1/RR637.pdf>. (Accessed: 23 December 2017).
- Boyer, E. L (1990) *Scholarship Reconsidered: Priorities of the professioniate*. Carnegie Foundation for the Advancement of Teaching. Available at: <http://www.hadinur.com/paper/BoyerScholarshipReconsidered.pdf> (Accessed: 10 December 2018).
- Boyle, M. and Parry, K. (2007) Telling the Whole Story: The Case for Organizational Autoethnography. *Journal of Culture and Organization*, 13(3), pp. 185-190. Available at: <http://www.tandfonline.com/doi/full/10.1080/14759550701486480>. (Accessed: 23 December 2017).
- British Educational Research Association (2019) 'Call for Papers', *BERA Annual Conference: 2019*. Manchester, 10 - 12 September 2019. Available at: <https://www.bera.ac.uk/beraconference-2019>. Accessed (21 January 2019).
- Burton, D. and Bartlett, S. (2005) *Practitioner Research for Teachers*. London: Sage Publishing.
- Cairns, G. and Sliwa, M. (2008) *The Implications of Aristotle's Phronesis for Organizational Inquiry*. Edited by D. Barry, and H. Hansen. The SAGE Handbook of New Approaches in Management and Organization. London: Sage Publications.

- Carter, K. (1993). The Place of Story in the Study of Teaching and Teacher Education. *Educational Researcher*, 22(1), pp. 5-12.
- Charles, E. (2007). How Can I Bring Ubuntu as a Living Standard of Judgment into the Academy? Moving Beyond Decolonisation Through Societal Reidentification and Guiltless Recognition. Thesis (PhD). University of Bath. Available at: <http://actionresearch.net/living/edenphd.shtml>. Accessed (18th December 2011).
- Clandinin, J. (ed.) (2007) *Handbook of Narrative Inquiry: Mapping a Methodology*. London: Sage Publications.
- Clandinin, D. J. and Connelly, F. M. (1991) *Narrative and Story in Practice and Research*. Edited by Donald Schön. The reflective turn: Case studies in and on educational practice, 258-281. New York: Teachers College Press.
- Clayton, C., Johnson, C., and Horn, M. (2017) *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns*. New York: McGraw-Hill.
- Cohen, L. and Manion, L. (1994) *Research Methods in Education*. 4<sup>th</sup> edition. London: Routledge.
- Connolly, M. and Chris, J. (2006) Collaboration for School improvement: A Resource Dependency and Institutional Framework of Analysis. *Educational Management Administration and Leadership Journal*, 34 (1), pp. 69-87.
- Connelly, F.M. and Clandinin, D. J. (1990) Stories of experience and narrative inquiry. *Educational Researcher*, 19(5), pp. 2-14.
- Connelly, F.M. and Clandinin, D. J. (1999) *Shaping a Professional Identity: Stories of educational practice*. Ontario: Althouse Press.
- Connolly, U. and James, C. (1998) Managing the School Improvement Journey, the Role of Continuing Professional Development. *Journal of in-Service Education*, 24(2), pp. 271-282.
- Cordingley, P., Bell, M., Rundell, B. and Evans, D. (2003) *The impact of collaborative CPD on classroom teaching and learning*. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University of London.
- Covey, S. (2004) *The 8th Habit: From Effectiveness to Greatness*. London: Simon & Schuster.
- Craft, A. (2000) *Continuing Professional Development: A practical guide for teachers and schools*. London, Routledge Falmer.
- Creswell, J. (2007) *Qualitative Inquiry and Research Design Choosing Among Five Traditions*. Thousand Oaks, CA: Sage Publications.
- Csikszentmihalyi, M. (2002) *Flow: The classic work on how to achieve happiness*. London: Rider.
- Dadds, M. (2008) Empathic validity in Practitioner-research. *Educational Action Research*, 16(2), pp. 279-290.
- Dadds, M. and Hart, S. (2001) *Doing Practitioner Research Differently*. London: Routledge Falmer.
- Daiute, C. and Lightfoot, C. (2004) *Narrative Analysis: Studying the Development of Individuals in Society*. London: Sage Publications.
- De Sousa Santos, B. (2014) *Epistemologies of the South: Justice against Epistemicide*. London: Paradigm Publishers.
- Department for Education. (2016). *Standards for Teacher's Professional Development*. London: HMSO. Available at:

- <https://www.gov.uk/government/publications/standard-for-teachers-professional-development> (Accessed: 26 February 2017).
- Desimone, L.M., Porter, A.C., Garet, M.S., Yoon, K.S. and Birman, B.F. (2002) Effects of Professional Development on Teachers' Instruction: Results from a Three-year Longitudinal Study. *Educational Evaluation and Policy Analysis*, 24(2), pp. 81-112.
- Duke, N., and Martin, N. (2011) 10 things every literacy educator needs to know about research. *The Reading Teacher*, 65(1), pp. 9-22.
- Dweck, C. (2000) *Self-Theories: Their Role in Motivation, Personality, and Development*. Florence: Psychology Press.
- Dweck, C. S. (2006) *Mindset: The new psychology of success*. New York: Random House.
- Eisner, E (1993) *Presidential address AERA* (American Educational Research association).
- Eisner, E. (1997) The Promise and Perils of Alternative Forms of Data Representation. *Educational Researcher*, 26(6), pp. 4-10.
- Elliott, J. (1991) *Action Research for Educational Change*. Milton Keynes: Open University Press.
- Ellis, C. and Bochner, A. P. (2013) Autoethnography, personal narrative, reflexivity: researcher as subject. In P. Sikes (Ed.) *SAGE Benchmarks in Social Research Methods: Autoethnography* (Vol. 4, pp. 1125-1125). London: SAGE Publications Ltd. doi: 10.4135/9781446286463.n9. Available at: [http://www.uky.edu/~addesa01/documents/Ellis\\_Auto.pdf](http://www.uky.edu/~addesa01/documents/Ellis_Auto.pdf) Accessed (November 2017).
- Ethical Leadership Commission (2019) *Navigating the Moral maze*. Leicester: Association of School and College Leaders. Available at: <https://www.ascl.org.uk/utilities/document-summary.html?id=6FEEA19D-EC2F-46E5-A42A61D83FA7C4C8> (Accessed: 22 January 2019).
- Eze M.O. (2010) *Ubuntu: Many Voices of a History. In: Intellectual History in Contemporary South Africa*. New York: Palgrave Macmillan.
- Frankl, V.E. (2004) *Man's Search for Meaning*. 6th edition, London: Rider Publishing.
- Frankl (1972) *The Will to Meaning: Foundations and Applications of Logotherapy*. New York: Penguin Books.
- Freire, P. (2005). *Pedagogy of the Oppressed*. New York, London: The Continuum International Publishing Group.
- Fromm, E. H. (1994) *Escape from Freedom*. England. Henry Holt & Co. Inc.
- Furlong, J. and Oancea, A. (2005) *Assessing Quality in Applied and Practice-based Educational Research. A Framework for Discussion*. Available at: <https://www.birmingham.ac.uk/Documents/college-social-sciences/education/projects/esrc-2005-seminarseries5.pdf> (Accessed: 20 January 2019).
- Gardner, F and Coombs, S (2010) (eds) *Researching, Reflecting and Writing about: Guidance on Training Course Assignments and Research for Psychotherapists and Counsellors*. London: Routledge.
- Gibb, N. (2015) *The Purpose of Education*. (Online) Education Reform Summit, London, 9<sup>th</sup> July 2015. Available at: <http://www.gov.uk/government/speeches/the-purpose-of-education> (Accessed; 12 July 2015).
- Goldacre, B. (2013) *Building Evidence into Education*. Available at: <http://www.badscience.net/2013/03/heres-my-paper-on-evidence-and-teaching-for-the-education-minister/> (Accessed: Sunday 19 February 2017).

- Habermas, J. (1976) *Communication and the Evolution of Society*. London: Heinemann.
- Habermas, J. (1987) *The Theory Of Communicative Action Volume Two: The Critique of Functionalist Reason*. Oxford: Polity.
- Habermas, J. (2002) *The Inclusion Of The Other: Studies In Political Theory*. Oxford: Polity.
- Halton, M. (2004) Putting Professional Development into Action by Putting Action into Professional Development in Second Level Schools in Ireland. *Educational Journal of Action Research*. 12(1), pp. 127-144.
- Harford, S. (2018) 'Intent, Implementation and Impact '. Education Inspection Blog, 24/2018/ April. Available at: <https://educationinspection.blog.gov.uk/2018/04/24/ofsted-spring-conferences/>. (Accessed: 8 January 2019).
- Hargreaves, D.H. (1999) The Knowledge Creating School. *British Journal of Educational Studies*, 47(2), pp. 122-144.
- Harris, A. and Chapman, C. (2002). Leadership in Schools Facing Challenging Circumstances, International Congress of School Effectiveness and School Improvement, Copenhagen. Available at: <http://journals.sagepub.com/doi/abs/10.1177/08920206020160010301> (Accessed: 19 June 2017).
- Henderson, B. (2012) Teacher Research Effects on Professional Development and Professional Identity. *Voices of Practitioners* 7, (1) National Association for the Education of Children. (Online) Available at: [https://www.naeyc.org/files/naeyc/file/vop/Henderson\\_Final.pdf](https://www.naeyc.org/files/naeyc/file/vop/Henderson_Final.pdf) (Accessed: 4 October 2016).
- Heron, J. and Reason, P. (1997) A Participative Inquiry. Paradigm. *Qualitative Enquiry*, 3 (3).
- Hiebert, J, Gallimore, R. and Stigler, J. (2002). A Knowledge Base for the Teaching Profession: What Would it Look Like and How Can We Get One? *Educational Researcher*, 31(5), pp. 3-15.
- Hirst, P. (Ed.) (1983) *Educational Theory and its Foundation Disciplines*. London: RKP.
- Hofer, B.K. and Pintrich, P.R. (1997) The Development of Epistemological Theories: Beliefs About Knowledge and Knowing and Their Relation to Learning. *Review Of Educational Research* 1997, 67: 88. Available at: [https://www.researchgate.net/profile/Barbara\\_Hofer/publication/228436803\\_The\\_Development\\_of\\_Epistemological\\_Theories\\_Beliefs\\_About\\_Knowledge\\_and\\_Knowing\\_and\\_Their\\_Relation\\_to\\_Learning/links/00b7d521adfb995f31000000.pdf](https://www.researchgate.net/profile/Barbara_Hofer/publication/228436803_The_Development_of_Epistemological_Theories_Beliefs_About_Knowledge_and_Knowing_and_Their_Relation_to_Learning/links/00b7d521adfb995f31000000.pdf) (Accessed: 10 March 2017).
- Hord, S. M. (1997) *Professional Learning Communities: Communities of Continuous Inquiry and Improvement*, Texas: Southwest Educational Development Laboratory. Available at: <http://www.sedl.org/pubs/change34/plc-cha34.pdf> (Accessed: October 2017).
- Hutchinson, B. (1998) Learning Action Research and Managing Educational Change - Improvement in Careers Education: A Case Study of Managerialism in Action? *Educational Management and Administration*, 26,(4), pp. 373-379.
- Huxtable, M. (2008). Living Theory and TASC: A multidimensional, inter and intra relational, flowing knot of enquiry. *Gifted Education International*, 24(2/3), pp. 190-203.
- Huxtable, M. (2009) Conversation with Joy Mounter, 9<sup>th</sup> October 2017.

- Huxtable, M. (2012) *How do I Evolve Living-Educational-Theory Praxis in Living-boundaries?* Ph.D. Thesis University of Bath. Retrieved on 15 March 2017 from <http://www.actionresearch.net/living/mariehuxtable.shtml>
- Huxtable (2016) Integrating personal, political, and professional educational practice that gives meaning and purpose to my life and work. *Educational Journal of Living Theories*, 9 (2), pp. 1-23. Available at: [http://insight.cumbria.ac.uk/id/eprint/2579/1/Huxtable\\_IntegratingPersonalPolitical.pdf](http://insight.cumbria.ac.uk/id/eprint/2579/1/Huxtable_IntegratingPersonalPolitical.pdf). Accessed (October 2017).
- Huxtable, M. (2018) *Living Posters*. Available at: <http://www.actionresearch.net/writings/posters/homepage020617.pdf> (Accessed: 15 January 2019).
- Johnson, M. E. B. (1963) *A study of teachers' attitudes to educational research and of the means by which practising teachers may be influenced by research findings*. Unpublished doctoral dissertation, University of London.
- Johnson, M. E. B. (1966) Teachers' attitudes to educational research. *Educational Research*, 9(1), pp. 74-79.
- Jousse, M. (2000) *The Anthropology of GESTE and Rhythm*. Edited by Edgard Sienaert and Translated in Collaboration with Joan Conolly. Durban: Mantis Publishing.
- Jousse, M. (2009) *The Oral Style*. Presented and translated from the French by Edgard Sienaert and Joan Conolly. Durban: DeskTopPublishing.
- Keizer-Remmer, A. (2017) *Underneath the Surface of Cosmopolitanism In Search of Cosmopolitanism in Higher Education*, The Netherlands: Eburon Academic publishing. Available at: <http://www.actionresearch.net/writings/keizer/keizer.pdf>. (Accessed 28 November 2017).
- Kok, P. (1991) *Rigour in an Action Research Account*. Presented to the International Conference of the Classroom Action Research Network, University of Nottingham, 19-21 April 1991. Available at: <http://www.actionresearch.net/writings/jack/cycle3.pdf> (Accessed: 7 March 2019).
- LaBoskey, V.K. (2004) The methodology of self-study and its theoretical underpinnings. In J. J. Loughran, M. L. Hamilton, V. L. LaBoskey, and T. Rusell (Eds.), *International handbook of self-study of teaching and teacher education practices* (pp. 817-870). Dordrecht: Kluwer.
- Laidlaw, M. (1996) *How can I create my own living educational theory as I offer you an account of my educational development?* Ph.D. University of Bath. Available at: <http://www.actionresearch.net/living/moira2.shtml> (Accessed: 14 July 2015).
- Landow, G.P. (1992) *Hypertext: The convergence of contemporary critical theory and technology*. John Hopkins University Press. Available at: <http://www.cyberartsweb.org/cpace/ht/jhup/writerly.html>. (Accessed: Tuesday 28 February 2017).
- Lassonde, C.A. , Galman, S. and Kosnik, C. (Eds.) *Self-Study Research Methodologies for Teacher Educators*. Boston: Sense Publishers.
- Lather, P. (1986) Research as Praxis. *Harvard Educational Review*, 56 (3), pp. 257-278. Available at: <https://doi.org/10.17763/haer.56.3.bj2h231877069482> (Accessed 23 November 2017).
- Leitch, R. and Day, C. (2000) Action Research and Reflective Practice: Towards a Holistic View. *Education Action Research Journal*. 8(1), pp. 179-193.



- Macbeath, J. (2014) Education and Schooling: Myth, Heresy and Misconception. *Educational Action Research Journal*, 108 (2), p. 209.
- McLaughlin, C. Black-Hawkins, K and McIntyre, D (2004) *Networked Learning Communities: Researching Teachers, Researching Schools, Researching Networks: A Review of Literature* (Online) Available at: <http://www.educ.cam.ac.uk/research/projects/super/ReviewOfLiterature.pdf> (Accessed: 5 October 2016).
- Maclellan, P (2016) *Why don't teachers use education research in teaching?* (Online) Available at: <https://eic.rsc.org/analysis/why-dont-teachers-use-education-research-in-teaching/2010170.article> (Accessed: 18 June 2017).
- McNiff, J. (2002) *Action Research for Professional Development*. 3<sup>rd</sup> Edition. Available at: <http://www.jeanmcniff.com/ar-booklet.asp>. (Accessed: 23 October 2017).
- McNiff, J., Lomax, P. and Whitehead, J. (2003) *You and Your Action Research Project*. 2<sup>nd</sup> edn. London: Routledge Falmer.
- McNiff, J. (2007) My Story is my Living Educational Theory. In Jean Clandinin (Ed.) *Handbook of Narrative Inquiry: Mapping the Methodology*. New York: Sage.
- McNiff, J. and Whitehead, J. (2006) *All You Need To Know About Action Research*. London: Sage.
- McNiff, J. and Whitehead, J. (2010) *You and Your Action Research Project* 3rd Edition. London: Routledge.
- Mingers, J. and Gill, A. (1997) *Multimethodology: towards Theory and Practice and Mixing and Matching Methodologies*. Chichester: Wiley.
- Mooney, R. L. (1957). *The researcher himself*. In Research for curriculum improvement, Association for Supervision and Curriculum Development. 1957 yearbook (pp.154–186). Washington, DC: Association for Supervision and Curriculum Development.
- Morse, J. (1992) The Power of Induction (editorial). *Qualitative Health Research*, 2(1), pp. 3-6. Available at: <http://journals.sagepub.com/doi/pdf/10.1177/104973239200200101>. (Accessed: 22 October 2017).
- Munter, J. (2006) *How Can I Live My Personal Theory Of Education In The Classroom To Promote Self Reflection As A Learner?* MA First Educational Enquiry Unit. University of Bath. Available at: <http://www.actionresearch.net/living/moira2.shtml> (Accessed: 11th July 2015).
- Munter, J. (2006) *Language Of Learning To The Language Of Educational Responsibility*. MA Second Enquiry Unit. Bath University. Available at: <http://www.actionresearch.net/writings/tuesdayma/joymounteree207.pdf> (Accessed: 10 July 2015).
- Munter, J. (2007) *If I Want The Children In My Class To Extend Their Thinking And Develop Their Own Values And Learning Theories, How Can I Show The Development Of Their Learning? How Do I Research This In My Classroom?* MA Research Methods Unit. Bath University. Available at: <http://www.actionresearch.net/writings/tuesdayma/joymounterrme07.pdf> (Accessed: 11 July 2015).
- Munter, J. (2008) *How Can I Work Within The Government's Perspective Of 'Gifted And Talented' But Still Remain True To My Own Living Values?* MA Gifted and Talented Unit. Bath University. Available at: <http://gei.sagepub.com/content/29/3/227.abstract> (Accessed: 17 July 2015).



- Mounter, J. (2008) *Can Children Carry Out Action Research About Learning, Creating Their Own Learning Theory?* MA Understanding Learning and Learners Unit. Bath University. Available at: <http://www.actionresearch.net/writings/tuesdayma/joymounterull.pdf> (Accessed 21 July 2015).
- Mounter, J. (2009) Improving practice as a head-teacher through living theory research and communicating meanings of embodied values. *Educational Journal of Living Theories*, 7(1), pp. 14-38.
- Mounter, J. (2012) *As A Headteacher Researcher How Can I Demonstrate The Impact And Self-Understandings Drawn From Living Theory Action Research, As A Form Of Continual Professional Development In Education?* MA Dissertation. Bath University. Available at: <http://www.actionresearch.net/writings/mastermod.shtml> (Accessed: 14th July 2015).
- National Foundation for Educational Research. (1946) Evidence for Excellence in Education. (Online) Available at: <http://www.nfer.ac.uk/index.cfm> (Accessed: 19 July 2015).
- Mounter, J. (2014) Improving practice as a head-teacher through living theory research and communicating meanings of embodied values. *Educational Journal of Living Theories*, 7(1), pp. 14-38. Available at: <http://ejolts.net/node/22> (Accessed: 15 January 2019).
- Mellettt, P. & Gumede, J. (2019) *The Living Theory wiki*. Retrieved 7 March 2019 from [http://ejolts-wiki.mattrink.co.uk/index.php/Pete\\_-\\_see\\_'Pete's\\_Questions'](http://ejolts-wiki.mattrink.co.uk/index.php/Pete_-_see_'Pete's_Questions').
- Mounter, J., Huxtable, M. and Whitehead, J. (2019) Using TASC and Spirals in Living Theory research in explanations of educational influences in a global social movement. *Gifted Education International*. A 2019 issue. Available at: <http://www.actionresearch.net/writings/jack/JMMHJWPapergei181218.pdf> (Accessed: 7 March 2019).
- Newman, J.M. (1992) Practice-as-inquiry: Teachers Reflecting Critically. *English Quarterly*, 24(1), p. 1.
- Noffke, S. (1997) *Professional, Personal, and Political Dimensions of Action Research*. In, Apple, M. (Ed.) (1997) *Review of Research in Education*, Vol. 22, Washington: AERA.
- North, S (1987) *The Practitioners In The Making of Knowledge Composition* (pp21-55). Portsmouth, NH: Boynton/Cook.
- OFSTED (2019) Education inspection framework. Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/771328/Research\\_for\\_education\\_inspection\\_framework-final-160118.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/771328/Research_for_education_inspection_framework-final-160118.pdf) (Accessed: 24 January 2019).
- Pillay, D., Naiker, I. and Pithouse-Morgan, K. (Eds.) (2016). *Academic Autoethnography: Inside Teaching in Higher Education*. Rotterdam: Sense Publishers.
- Popper, K. (1975) *The Logic of Scientific Discovery*. London: Hutchinson & Co.
- Pound, R. (2019) 'Title of paper', Adlerian Society Uk Spring Conference: *Relating to Self - Relating to Others. Fulfilling relationships - an Adlerian Perspective*. High Wycombe, March 22-24 2019. Available at: <http://www.actionresearch.net/writings/robyn/robynspirals.pdf> (Accessed: 21 February 2019).
- Pretlow, M. D. (1903). What do teachers read? *Educational Review*, 26, pp. 339-343.

- Professional Development Expert Group (2016) *Standards for Professional Development*. London: HMSO.
- Rayner, A. (2008) *Natural Inclusion from adversity with love*; (Online) Available at: <http://www.spanglefish.com/mariessite/index.asp?pageid=72148> (Accessed: 2 January 2009).
- Rayner, A. (2009) From Hierarchy to Lowerarchy. *Philosophy*. Available at: [https://www.bestthinking.com/articles/society\\_and\\_humanities/philosophy/from-hierarchy-to-lowerarchy](https://www.bestthinking.com/articles/society_and_humanities/philosophy/from-hierarchy-to-lowerarchy). (Accessed: 22 November 2017).
- Raz, J. (2001) *Value, Respect and Attachment*. Cambridge, Cambridge University Press.
- Reason, P. and Bradbury, H. (2001) Inquiry and Participation in Search of a World Worthy of Human Aspiration. In P. Reason and H. Bradbury (Eds.), *Handbook of Action Research: Participative inquiry and practice* (pp. 1-14). London: Sage Publications. Available from: [http://www.peterreason.eu/Papers/Introduction\\_Handbook2.pdf](http://www.peterreason.eu/Papers/Introduction_Handbook2.pdf) (Accessed 14 April 2017).
- Roulston, K., Legette, R., Deloach, M and Buckhalter Pitman, C. (2005) What is 'research' for teacher-researchers? *Journal of Educational Action Research* 13(2), pp. 169-190.
- Rowan, J. and Reason, P. (1981) Issues of validity in new paradigm research. In P. Reason and J. Rowan (Eds.), *Human inquiry: A sourcebook of new paradigm research* (pp. 239–262). New York: John Wiley.
- Rudduck, J and McIntyre, D (1998) (eds) *Challenges for Educational Research: new BERA dialogues*. London: Paul Chapman Publishing.
- Sardello, R. (2008) *Silence: The Mystery of Wholeness*. Berkeley: Goldenstone Press.
- Schön, D.A (1987) *Educating the Reflective Practitioner*. San Fransisco: Jossey-Base Publishers.
- Schön, D. A. (1991) *The reflective practitioner. How professionals think in action*. London: Basic Books, Inc.
- Schön, D.A (1995) The New Scholarship Requires a New Epistemology *Change*, 27(6), 26, 9p, 4c (Online) [www.bonnernetwork.pbworks.com](http://www.bonnernetwork.pbworks.com). (Accessed) October 21 2106.
- Schwartz, S. H. (1994) Are There Universal Aspects in the Structure and Contents of Human Values? *Journal of Social Issues*, 50( 4), pp. 19-45.
- Sienaert, E. (Ed.) (2016) *In Search of Coherence: Introducing Marcel Jousse's Anthropology of Mimism*. Milton, Canada: Pickwick Pub.
- Snow, C. (2001). Knowing What We Know: Children, Teachers, Researchers. *Educational Researcher*, 30(7), pp. 3-9.
- Somekh, B (1993) Quality in Educational Research; the contribution of classroom teachers. In: J.Edge and K. Richards (eds) *Teachers Develop, Teachers Research: papers on classroom research and teacher development*, pp. 26-38. Portsmouth, NH: Heinemann International.
- Sosa, E. (1980) The raft and the Pyramid: Coherence versus Foundations. *The Theory of Knowledge in Midwest Studies in Philosophies*, 5 (1), pp. 3-26 Available at: <http://onlinelibrary.wiley.com/doi/10.1111/j.1475-4975.1980.tb00394.x/abstract>. (Accessed: 22 October 2017).
- Sparkes, A. C. (2002) *Telling Tales in Sport and Physical Activity: A Qualitative Journey*. Human Kinetics.
- Spillaine, J.P. (1999) External reform initiatives and teachers' efforts to reconstruct their practice: The mediating role of teachers' zones of enactment. *Journal of Curriculum Studies*, 31(2), pp. 143–175.

- Spielman, A. (2019) (Twitter) 16 /January of tweet posted. Available at: [https://twitter.com/amanda\\_spielman?lang=en](https://twitter.com/amanda_spielman?lang=en) (Accessed: 22 January 2019).
- Stenhouse, L. (1979) The Study of Samples and the Study of Cases. *British Educational Research Journal*, 6(1), 1980. Presidential Address to the Annual Conference of the British Educational Research Association, September 1979.
- Stenhouse, L. (1981) What Counts as Research? *British journal of Educational Studies*, 29 (2), pp. 103-114.
- Strode, M. (1903) 'Wind Wafted Flowers', *The Open Court Journal*, 17(8), p. 567. Available at: <https://opensiuc.lib.siu.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1651&context=ocj> (Accessed: 14 December 2018).
- Teacher Development Trust. (2015). *Developing Great Teaching: Lessons from the International Reviews into Effective Professional Development*. London: TDT. Available at <https://www.dropbox.com/s/m76p6mdep95git2/DGT%20Summary.pdf?dl=0#>. (Accessed: 26 February 2017).
- Teachers' Professional Development Expert Group (2016) Standard for teachers' professional development. Available at: <https://www.gov.uk/government/publications/standard-for-teachers-professional-development> (Accessed: 24 January 2019).
- Terre Blanche, M. and Durrheim, K. (1999) *Histories of the present: social science research in context*. In Terre Blanche, M and Durrheim, K (eds) *Research in Practice: Applied Methods for the Social Sciences* (Cape Town: University of Cape Town Press), 1-16.
- The Learning Institute (2015) Welcome to The Learning Institute. (Online) Available at: <http://www.learninginstitute.co.uk/> (Accessed: 20 July 2015).
- Thayer-Bacon, B. (2003) *Relational (e)pistemologies*. Oxford; Peter Lang.
- Tutu, D. (2013) *Who we are: Human uniqueness and the African spirit of Ubuntu*. You Tube. Available at: <https://www.youtube.com/watch?v=0wZtfqZ271w> (Accessed: 20 February 2016).
- Wallace, B. (1980) *Thinking Actively in a Social Context*. (Online) Available at: [http://tascwheel.com/?page\\_id=289](http://tascwheel.com/?page_id=289) (Accessed: 21 July 2015).
- Wallace, B. (2005) *Thinking Skills and Problem Solving – An Inclusive Approach: A Practical approach for Teachers in Primary Schools*. London: Nace/Fulton.
- Whitaker, T., Whitaker, B. and Lumpa, D. (2013) *Motivating and Inspiring Teachers*. London: Oxen. 2nd Edition.
- Whitehead, J. (1989) Creating a living educational theory from questions of the kind, "How do I improve my practice?", *Cambridge Journal of Education*, Vol.19 Issue 1. Pp. 41–52. Available at: <http://www.actionresearch.net/writings/livtheory.html> (Accessed: 20 July 2015).
- Whitehead, J. (2005) Living inclusional values in educational standards of practice and judgement. *Ontario Action Researcher*, 8(2). Keynote for the Act, Reflect, Revise III Conference, Brantford Ontario. From: <http://www.actionresearch.net/writings/arrkey05dr1.htm> Accessed: Sunday 19 February 2017.
- Whitehead, J. (2007) Generating Educational Theories That Can Explain Educational Influences In Learning: living logics, units of appraisal, standards of judgment. Symposium on *Generating Educational Theories That Can Explain Educational Influences In Learning*, at the British Educational Research Association Annual

- Conference, Institute of Education, University of London, 5-8 September 2007. Available at: <http://www.leeds.ac.uk/educol/documents/166811.htm>. (Accessed: 20 September 2017).
- Whitehead, J. (2008) Using a living theory methodology in improving practice and generating educational knowledge in living theories. *Educational Journal of Living Theories*, 1(1), 103-126. Available at: <http://ejolts.net/drupal/node/80>. [Google Scholar](#) (Accessed: 10 October 2008).
- 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), pp. 89-109.
- Whitehead, J. (2014) Research Memoir Enacting Educational Reflexivity in Supervising Research into Creating Living-Educational-Theories. *Educational Research for Social Change (ERSC)*, 3(2), pp. 81-93.
- Whitehead, J. (2015). The Practice of Helping Students to Find Their First Person Voice in Creating Living-Theories for Education. In Bradbury, H. (Ed) (2015) *The SAGE Handbook of Action Research, Third Edition* (pp. 247-255). London: Sage. Copy before final corrections because of copyright restrictions Available at: <http://www.actionresearch.net/writings/jack/jwBRADBURY-Chp24.pdf> (Accessed: 19 November 2015).
- Whitehead, J. (2015) *How could Living Theory research contribute to the Action Research Network of the Americas?* Institute for Professional Learning in Education (RIPLE) University of Cumbria, A paper presentation to the 2015 Action Research Network of the Americas with the theme of 'Joint Action – Learning with and From one another', in Toronto, Canada, 8-9 May 2015. <http://www.actionresearch.net/writings/jack/jwarnaindividual050515.pdf>
- Whitehead, J. (2016). Book Review: de Sousa Santos, B. (2014) *Epistemologies of the South: Justice against Epistemicide*. London; Paradigm Publishers. *Educational Journal of Living, Theories*, 9(2), pp. 87-98.
- Whitehead, J. (2017) Practice and Theory in Action Research. Living Theories as Frameworks for Action, in Rowell, L. L., Bruce, C. D., Shosh, J.M. and Riel, M. M. (Eds.) (2017) *The Palgrave International Handbook of Action Research*. New York; Palgrave Macmillan.
- Whitehead, J. (2018) *Notes for Doctoral and Masters Students*. Available at: <http://www.actionresearch.net/writings/arsup/livingtheorymethodologies.pdf> (Accessed: 8 March 2019).
- Whitehead, J. and Huxtable, M. (2014) Creating a Profession of Educators with the living-theories of Master and Doctor Educators. *Gifted Education International*, Available at: [https://www.researchgate.net/publication/280803799\\_Whitehead\\_J\\_Huxtable\\_M\\_2014\\_Creating\\_a\\_Profession\\_of\\_Educators\\_with\\_the\\_living-theories\\_of\\_Master\\_and\\_Doctor\\_Educators](https://www.researchgate.net/publication/280803799_Whitehead_J_Huxtable_M_2014_Creating_a_Profession_of_Educators_with_the_living-theories_of_Master_and_Doctor_Educators). (Accessed: 28 February 2017).
- Whitehead, J. and Huxtable, M. (2015) *How does Living Educational Theory research enable individuals to research into their higher education to improve it and contribute to educational knowledge?* BERA HE SIG. Available at: <http://www.actionresearch.net/writings/jack/mhijwHESig080415.pdf>. (Accessed: 28 February 2017).
- Whitehead, J. & Huxtable, M. (2016) Creating a Profession of Educators with the living-

theories of Master and Doctor Educators, *Gifted Education International*, 32(1) 6-25.

Retrieved on 26 February 2021. Available at:

<https://www.actionresearch.net/writings/gei2015/geicontents2016.pdf>

- Whitty, G. (2005) *Education(al) research and education policy making: is conflict inevitable?* Presidential Address to the British Educational Research Association, University of Glamorgan, 17 September 2005.
- Wilde, A. (1903). What do teachers read? *Educational Review*, 26, pp. 347-351.
- Williams, R. (1958) *Culture is Ordinary in Cultural Theory: An Anthology* (editors) Szeman, I and Kaposy, T. West Sussex, Wiley-Blackwell. Available at:  
[https://books.google.co.uk/books?hl=en&lr=&id=tK\\_KhHOkurYC&oi=fnd&pg=PA53&dq=Williams+\(1958\)+&ots=NWzrh-vYLB&sig=wNZUpUMSZ5VcZ3cdFfYE1qk6XEY#v=onepage&q=Williams%20\(1958\)&f=false](https://books.google.co.uk/books?hl=en&lr=&id=tK_KhHOkurYC&oi=fnd&pg=PA53&dq=Williams+(1958)+&ots=NWzrh-vYLB&sig=wNZUpUMSZ5VcZ3cdFfYE1qk6XEY#v=onepage&q=Williams%20(1958)&f=false). (Accessed: 22 October 2017).
- Winter, G. (2000). A Comparative Discussion of the Notion of 'Validity' in Qualitative and Quantitative Research. *The Qualitative Report*, 4(3), 1-14. Available at:  
<http://nsuworks.nova.edu/tqr/vol4/iss3/4>. (Accessed: 19 February 2017).
- Winter, R. (1989) *Learning from Experience*. London: Falmer.
- Winter, R (1992) The educative workplace: Alternative Versions of Competence-based Education. *Journal of Further and Higher Education*, 16, (3), 100-115.
- Wyse, D. et al. (2018) 'The BERA Close to Practice Research Project', *Research Intelligence*, 137 Autumn, 15-16.
- Zeuli, J.S., (1992) *How Do Teachers Understand Research When They Read It?* Michigan State University A paper presented to the 1992 American Education Research Association annual meeting in San Francisco, USA, April 1002.