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Name: [Jackie Delong, Brock University, St Catharines, Ontario, Canada](#)

Email jddelong@gmail.com Video url: <http://youtu.be/82Gq05hJy9s>

My understanding of the nature of a pedagogy of being loved into learning in living-culture-of-inquiry which emerged in my doctoral research (Delong, 2002) from 1996 to 2002 was further clarified through the experiences and responses of my students and colleagues. A clearer definition came through the use of multi-media in post-doctoral work as I was enabled to bring the visual data to the explanation of a culture-of-inquiry and to see its "living" nature as it emerged (and is emerging) in practice.

The tenets, as they continue to refine in this iteration, of a Living-Culture-of-Inquiry include:

1. creating a safe and supportive space *that encourages self-directed learning*
2. building relationships based on love, loving kindness and loved into learning
3. creating a democratic, non-hierarchical environment that supports *democratic/critical* evaluation
4. embracing, modeling and supporting vulnerability
5. valuing and unveiling embodied knowledge
6. expressing energy-flowing values, life-affirming energy *and passion in professional practice*

Within my research I track the global significance of bringing what I had been doing locally from 1995 to broaden that influence of helping to develop a culture-of-inquiry provincially in Ontario and nationally and internationally. From 1995, I wrote research papers and made presentations in Canada, USA, Japan, UK, Brazil and made publicly them accessible [on my website](#) and [on Jack Whitehead's](#).

In the last 20 years when I was a Superintendent of Education in a mid-sized school district in southern Ontario, Canada, Grand Erie District School Board and then Adjunct Professor, I have been encouraging and supporting administrators and teachers locally to use an action research approach to improving schools. In this approach each educator explores the implications of asking, researching and answering their own self-directed question, 'How do I improve what I am doing?' using Jack Whitehead's Living-Theory methodology. In that time, as I supported others in a community of learners to recognize and celebrate their own embodied knowledge, to collect data to reveal and clarify the nature of their influence and to embark on a reflective journey to improvement, I have replicated the same actions in my own life and learning with their encouragement and support.

I carry in my ontology a social responsibility that includes living the values that carry hope for the flourishing of humanity as explanatory principles in explanations of educational influence.

I value working with colleagues in authentic, loving, hopeful relationships to share my knowledge and experiences and those of my colleagues and to invite others to participate in conversations that influence our teaching and research practice. In this light, I connect to my friends and colleagues around the world through their real and virtual presences in the Town Hall at ARNA as we conduct joint action - learning with and from one another.