

Generating living-educational-theories with love in transforming excessive teacher entitlement

Jack Whitehead, Visiting Professor of Education, University of Cumbria, UK/ Extraordinary Professor of Community-based Educational Research at North West University, South Africa.

A contribution to the virtual symposium at AERA 2023 on " Consequential research: Opening to relational dialogue in pursuit of what is just and therefore true" Convened by Tara Ratnam on May 4th 2023.

Your living-educational-theory is your explanation of your educational influences in your own learning, in the learning of others and in the learning of the social formations within which your practice is located, with values of human flourishing

Responding to a slide from Rich Milner's 2023 AERA Presidential Address on Consequential Research.

- Consequential Research demands that we measure the success and impact of our work by the lives we help to transform. (Milner 2023)
- A response that changes 'Consequential Research' to Consequential Educational Research', 'demands' to 'includes', 'measure' to 'judge', 'impact' to 'influence' and 'transform' to 'learning with values of human flourishing'.
- Response - Consequential Educational Research includes our judgements on the success and influence of our work in the learning of others with values of human flourishing.

Consequential Research requires an evaluative judgement on the success of the educational learning of those we are seeking to influence in extending their cognitive range and concern with values of human flourishing.

Distinguishing Consequential Education Research from Consequential Educational Research.

- Education Research is research carried out within the conceptual frameworks and methods of validation of such disciplines of education as the philosophy, psychology, sociology and history of education. It can also make original contributions to the disciplines. It is not necessary for the researcher to generate explanations of educational influences in learning with values of human flourishing.
- Educational Research generates valid, evidence and values-laden explanations of educational influences in the learning of the researchers, of others and in the social formations within which the practice is located, with values of human flourishing. These living-educational-theories can draw insights from Education Research.

Web-based Resources for Consequential Educational Research.

- Over 50 Living Educational Theory doctorates from <https://www.actionresearch.net/living/living.shtml>
- Publications (2008-2022) in the Educational Journal of Living Theories (EJOLTs) at <https://ejolts.net/current>
- Living-Posters Homepage from all over the world at <https://www.actionresearch.net/writings/posters/homepage2021.pdf>
- Jack Whitehead's writings 1967-2023 at <https://www.actionresearch.net/writings/writing.shtml>

RESPONDING TO MY OWN EXCESSIVE ENTITLEMENT

- **Recognising and responding to my own excessive entitlement**

Insights from Critical Social Theory have deepened and extending my understandings of the excessive entitlement I have benefitted from as a white male who is continuing to receive the economic, health and educational benefits of living in the UK. Recognising this excessive entitlement has heightened my awareness of existing as a living contradiction in believing in certain values whilst at the same time not living them as fully as I can in my practice. Responding to my excessive entitlement has included my rechanneling of negative emotions into a flow of life-affirming energy with love and justice.

- **Rechanneling anger into a flow of life-affirming energy with love and justice.**

Whitehead, J. (2008) Combining Voices In Living Educational Theories That Are Freely Given In Teacher Research. Keynote presentation for the International Conference of Teacher Research on Combining Voices in Teacher Research, New York, 28 March 2008. Including a video of the keynote. Retrieved from <https://www.actionresearch.net/writings/jack/jwictr08.pdf>. See also:

Carozzi, C. (2023) Hope and responsibility: embracing different types of knowledge whilst generating my own living-educational-theory. Educational Action Research, 31(1), 21-35.