

IMPROVING THE WORLD BY RAISING THE VOICES OF ACTION RESEARCHERS THROUGH LIVING-EDUCATIONAL- THEORIES

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LOVED INTO LEARNING



1988 Referenced the importance of love in my teaching philosophy



2010 Jackie Delong, prof in one of the M.Ed courses, tells us all she loves us.



Coined the term “loved into learning” and began to explore more deeply and apply learning to practice.



2012 Completed M.Ed and starting living more fully according to my values of love and joy.



2012-2015 Co-created Bluewater Action Research



Continue to improve my practice. Complete a PhD in Educational Sustainability. Added “hope” as a core value.



Now what?

DEFINITION OF LOVE

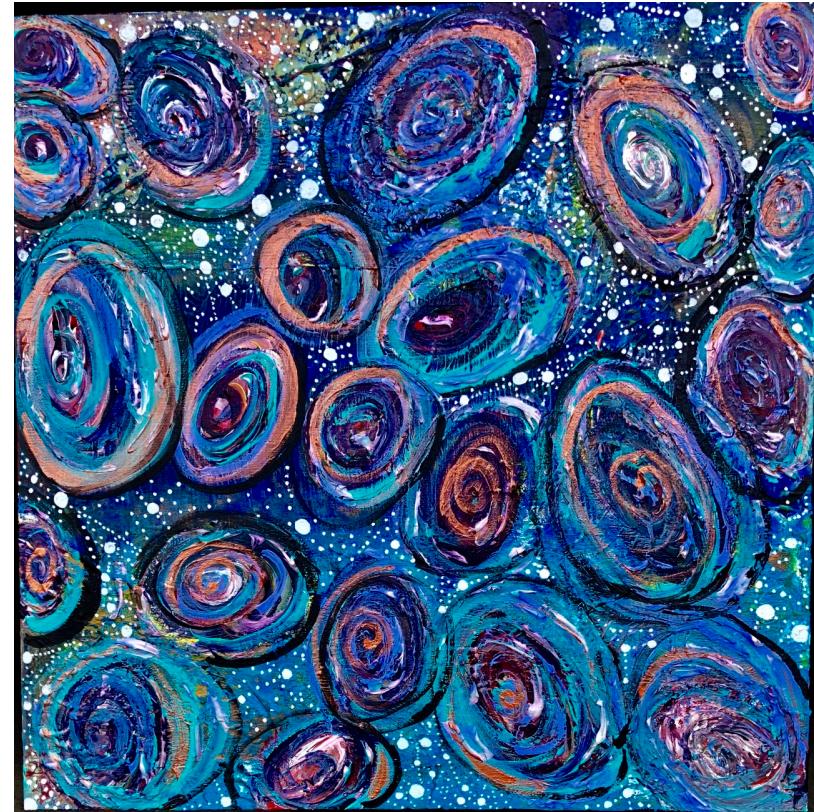
The will to extend one's self for one's own or another's spiritual growth (Peck, 1978 p. 85).

The willingness to embrace and act on the idea that everyone and everything is interconnected (Campbell, 2017)



How
well
do
you
know
yourself?

THE JOURNEY



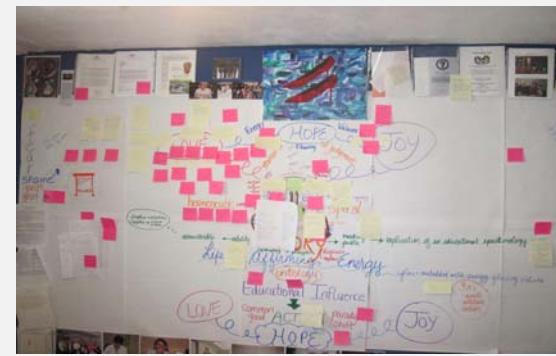
UNVEILING BELIEFS, ASSUMPTIONS AND VALUES

- Courage
- Trust
- Respect
- Vulnerability
- Resilience
- Creativity
- Collaboration



MY LIVING WALL

- The *Living Wall* is a physical representation of the internal (my thoughts) and external (my actions) me —the inner and outer “I” unfolding in time—my living educational theory (Whitehead, 1989). It serves many purposes from the very practical to the abstract. I started the wall because I felt an urgent need to organize my thoughts and the traditional structure offered by a Major Research Project outline was not working for me; in fact, the situation was actually worse than that because the suggested (and I am very fortunate that this was not required) structure actually hindered my thinking process and stifled my creativity. I could not work within this framework and I certainly felt a conflict with the suggested outline and the living educational theory methodology (Whitehead, 1989) I was using. I am certainly not suggesting that everyone would or should sense the conflict; simply that one existed for me. The nature of the living educational theory methodology is such that a traditional five-chapter outline might be the perfect structure for an individual if that is how their research unfolds. The structured outline was far too restrictive and prescriptive for me. It made me feel like I was being intentionally self-destructive as I forced myself into the corsetry of the system. I found myself looking for material to fit within the parameters and when I made my research fit, it seemed to lose something—I felt disfigured. My voice disappeared from the page and my ideas, which seemed to flow previously, now seemed stagnant and dull—the internal rhythm was hijacked.” p. 102



1. Who am I?
2. How do I know?
3. So what?
4. Now what?

“WE TEACH WHO WE ARE” PARKER PALMER

[HTTPS://WWW.GOODREADS.COM/WORK/QUOTES/213020-THE-COURAGE-TO-TEACH-EXPLORING-THE-INNER-LANDSCAPE-OF-A-TEACHER-S-LIFE](https://www.goodreads.com/work/quotes/213020-the-courage-to-teach-exploring-the-inner-landscape-of-a-teacher-s-life)

The 4 Guiding Questions

1. Who am I? (Values, worldview, passions, vulnerabilities, etc.)
2. How do I know? (What evidence do I have?)
3. So what? (Why is this information important / significant?)
4. Now what? (Now that I know this, what, if anything, will I do differently?)

UNVEILING EMBODIED KNOWLEDGE VALUES

Love:

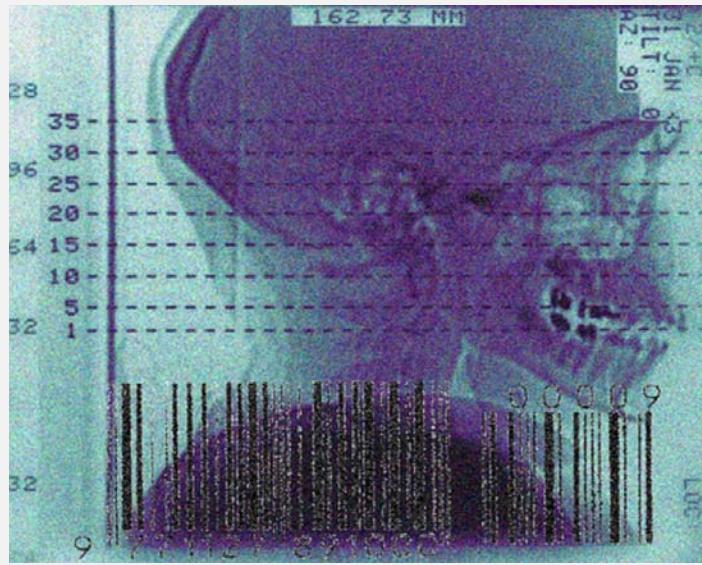
Hope:

Joy:

The willingness to embrace and act on the idea that everyone and everything is interconnected

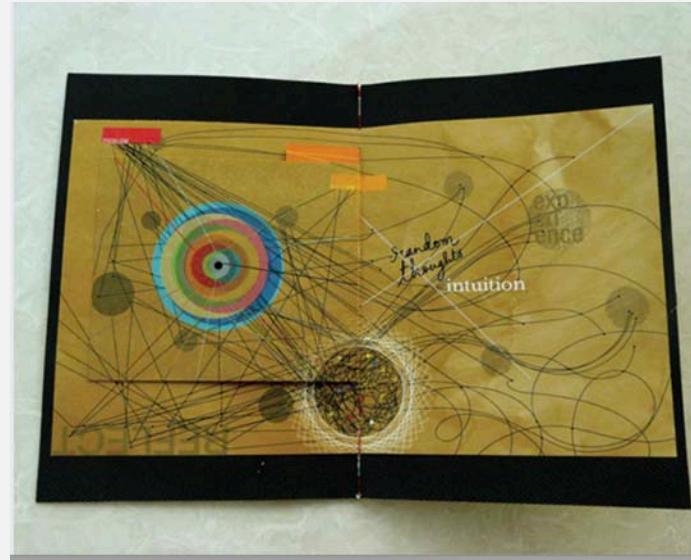
The courage to act when facing fear, doubt, and despair.

The understanding that love and hope are enough.



ONTOLOGICAL

BEING



EPISTEMOLOGICAL

KNOWING



METHODOLOGICAL

DOING

THE SUSTAINABILITY OF LET

Bluewater Action Research Network 2015 Sharing Our Knowledge Symposium



May 15th 9 AM – 3:30 PM
Bluewater District School Board, Chesley, Ontario

TVO Interview

BARN: Living Poster

Bluewater Action Research Network

BARN Participants

Nadine Osborne and Alison St. Martin <i>"How can we develop a sense of place and connection to nature for our students that continues to provoke wonder in the classroom?"</i>	Tracy McNally <i>"How can I get my students and my son to OWN their own learning? (and take the load off me?!"</i>	Beth Fischer <i>"How to "let go" to let learning happen?"</i>	Amanda Ruthven <i>"How can I create a culture of kindness that inspires?"</i>
Colleen Wolski and Jacki Johnston <i>"How can we use Mothies apps to improve students' ability to communicate their thinking?"</i>	Jennifer Clement and Paige McDonald <i>"How can we foster student self-regulation and mindfulness in Kindergarten?"</i>	Carolyn Surridge <i>"Soccer Field Fun - Not Frustration And Anger!"</i>	
Lisa Kaminski and Kimberly Hall <i>"How can we modify our school environment to support the Educators and learners within it?"</i>	Michelle Cunningham <i>"How can I engage the 2P learner more fully in their learning?"</i>	Laurel Sanderson <i>"Empowering Math Confidence."</i>	Dawn Smith <i>"How can I incorporate Mindfulness into my teaching practice?"</i>
Jennifer Kozak <i>"How can I build self-confidence and foster independence in my students?"</i>	Rachelle Williams <i>"How will the students respond to attempts at building stronger relationships and how will this impact our program?"</i>	Andrea Anions <i>"How can I meet the needs of my students? How can I help them advocate?"</i>	

BARN: Living Poster

Bluewater Action Research Network

BARN Participants

The Co-Facilitators for this year's BARN:

Liz Campbell **Krystal Damm** **Kelly McDougall** **Penny Phillips**

Learn more about our co-facilitators and their research by clicking this [link](#).

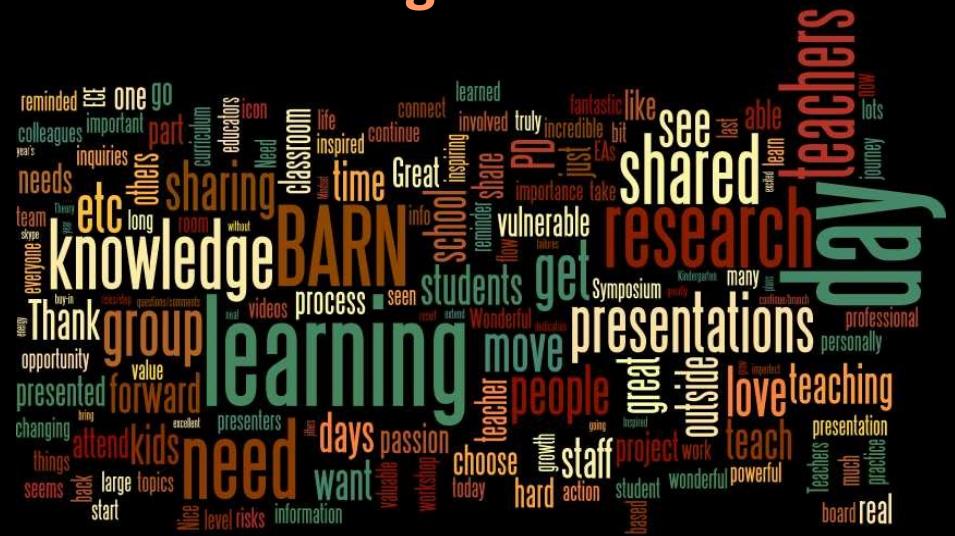
Our Focus as Facilitators:

The research focus we identified from our experiences in previous BARN projects, was the nature of our influence as leaders in helping to create a thriving action research network. We wonder if we were able to help create a network:

- in which members co-create a common understanding of group values, goals and success criteria with the improvement of student wellbeing and achievement at the core;
- in which members engage in successive action reflection cycles to answer the question, "How can I improve my practice?"
- in which learning is deepened through authentic, relevant and meaningful self-directed and self-determined inquiry;
- in which members hold themselves publicly accountable for the research claims they are making and ask for critical feedback or validation of these claims;
- in which we study the nature of our influence and the influence of our practitioner research.

Find out what our participants had to say about the BARN process by viewing our [survey results](#).

BARN: Living Poster 2018



Bluewater Action Research Network:

Who Are We?

The facilitators for BARN 2018:



Kelly McDougall



Krystal Damm



Penny Phillips

The participants for BARN 2018:



Jennifer Kozak:
[My Best Self](#)



Elizabeth Burrows:
[School Morale](#)



Peggy Pratt, Allison St. Martin and Nadine Osborne:
[Documenting Outdoor Learning](#)



Cindy Hodgins:
[Self-Esteem](#)



Laurel Sander-Son:
[My Spark](#)



Kimberley Hall:
[Compassion](#)



Lisa Kaminski:
[Inquiry](#)



Joanna Fry:
[Reggio in Gr. 1](#)



Dana Roy and Tracy McNally:
[Physical Space](#)



Jennifer Clement and Paige McDonald:
[Calm in Chaos](#)



Colleen Wolski and Jess Elkins:
[Behaviour Resource](#)



Amanda Ruthven and Margaret Jack:
[Relationships](#)



Leanne Stredwick and Kathy Bauman:
[Community](#)



M. Cunningham:
[Metacognition](#)

Leslie Turcotte:
[The Arts](#)



- North America, Asia, Africa, Europe
- 15 Different Countries

THANK YOU

Liz Campbell

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Jack Whitehead

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Questions or Comments?

ADDITIONAL RESOURCES

THE TRANSITION

- Teachers: Self-directed professional development that aligns with standards of practice and other policy documents.
- Students: A transition tool to self-directed learning or a framework for self-directed learning in or out of public school. A theoretical framework and methodology for formal research for accreditation and publication purposes.
- Parents: a tool to take charge of your life, to get to know yourself.
- All: to live more fully according to YOUR values.



LIVING EDUCATIONAL THEORY

- https://www.youtube.com/watch?v=jfl_kFHLdiPY
- Link to book, *You and Your Action Research Project*:
- <http://213.55.83.214:8181/Education/27500.pdf>

List of Personal Core Values			
Accomplishment	Determination	Honor	Perfection
Abundance	Discovery	Improvement	Perseverance
Accountability	Diversity	Independence	Persistence
Accuracy	Education	Individuality	Personal Growth
Achievement	Efficiency	Initiative	Personal health
Adventure	Environment	Inner peace	Pleasure
Approval	Equality	Innovation	Power
Autonomy	Excellence	Integrity	Practicality
Balance	Exploration	Intelligence	Preservation
Beauty	Fairness	Intensity	Privacy
Challenge	Faith	Intimacy	Problem solving
Change	Faithfulness	Intuition	Professionalism
Clarity	Family	Joy	Progress
Cleanliness / orderliness	Flair	Justice	Prosperity
Collaboration	Flexibility	Knowledge	Punctuality
Commitment	Forgiveness	Leadership	Purpose
Communication	Freedom	Learning	Straightforwardness
Community	Friendship	Love	Strength
Compassion	Frugality	Loyalty	Success
Competence	Fulfillment	Meaning	Systemization
Competition	Fun	Merit	Teamwork
Concern for others	Generosity	Moderation	Timeliness
Confidence	Genuineness	Modesty	Tolerance
Connection	Good will	Money	Tradition
Conservation	Goodness	Nature	Tranquility
Content over form	Gratitude	Nurturing	Trust
Cooperation	Hard work	Obedience	Truth
Coordination	Harmony	Open-mindedness	Unity
Creativity	Healing	Openness	Variety
Credibility	Holistic Living	Optimism	Vitality
Decisiveness	Honesty	Patriotism	Wealth
Democracy	Peace, Non-violence	Wisdom	

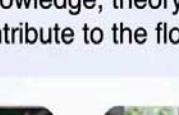
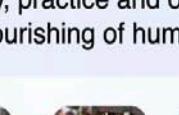
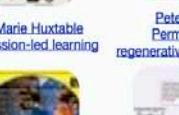
JOINING LOCAL AND GLOBAL COMMUNITIES OF LIVING EDUCATIONAL THEORY RESEARCHERS BY PRODUCING AND SHARING YOUR LIVING-POSTER

- See the 2020 homepage of living posters at
<https://www.actionresearch.net/writings/posters/homepage2020.pdf>

With guidelines for producing and sharing your own living-poster as a contribution to a global network of practitioner-researchers who are working to improve the educational influences of their teaching, learning and assessment and to extend the influence of a Living Theory approach to professional development with values of human flourishing.

LIVING POSTERS

Living Theory researchers and networks developing educational knowledge, theory, practice and opportunities that contribute to the flourishing of humanity

 Conversation Cafe ...a community supporting developing practice in diverse fields meeting in and around Bath, UK, with occasional SKYPE visitors	 Univ. of Cumbria Living Theory Research Gp ...national and international doctoral researchers and supervisors researching their diverse practice.	 EJOLTS - Educational Journal Of Living Theories ...an international journal and community of Living Theory researchers	 Revolution dressed Up as Gardening ...activists developing permacultural responses to improve the quality of life of communities around the world	 SKYPE Living Theory research support gp ...an international online community developing and supporting research and researchers	 Bluewater Action Research Network ...a Canadian community of educators researching HE and school-based practice
 Andrew Henon Socially engaged art	 Jack Whitehead Academic & practitioner education research	 Lynn Spurrell Coaching, change management	 Per Jensen Growth mindset, teacher training	 Sonia Hutchison Sustainable leadership	 Branko Bognar Teacher education, creativity
 Swaroop Rawal Teacher education, drama	 Joao Roe children with sensory impairment	 Marie Huxtable Passion-led learning	 Peter Mellett Permaculture, regenerative development	 Barry Hymer Psychology, classroom practice	 Florence Dujardin Virtual ecologies, pedagogical design
 Arianna Briganti Sustainable development	 Linda Vargas Dance, social transformations	 Mark Potts Living global citizenship	 Sigrid Gjøterud Teacher education, community development	 Michelle Cunningham & Krystal Damm secondary school practice	 Delysia Timm Spiritual learning
 Surinder Sandham-Bains Carer, health visiting, CPD	 Sabre Cherkowski, Kelly Hanson, Liz Campbell Educational research	 Jacqui Scholes-Rhodes Learning journeys, life narratives	 Kate Kemp Listening, loving, laughing, living	 Shelagh Hetreed Scarred identities, marginalised communities	 William House Holistic medicine, community action
 Roya Pugh Living dialogue	 Teri Young Teacher education	 Lee Scott Artist, teacher, being			
					

Who am I?

I choose love.

I am a retired high school teacher and currently, I teach in a Master's of Education program as an adjunct professor. I now call [Cape Breton, Nova Scotia](#) home.

My own grandchildren and all children across the globe are the motivation for what I do now. I believe that every human being deserves an authentic learning experience. Unfortunately, I do not think that our public education systems are doing all they can to provide such experiences. In fact, I believe that in spite of our good intentions we are often doing more harm than good by trying to reform public education to a one size fits all curriculum regardless of how creative we are about being inclusive and implementing project and/or problem-based learning, self-directed learning, and integrated learning. However, I also believe there is [hope](#) for change.

How do I Know?

My own experience in my practice, and through completing a [Ph.D.](#) in Educational Sustainability, my experiences teaching at the high school and university level, and the insights I gleaned [providing professional development for new and veteran teachers](#), and my belief in the power of the collective will, validate my belief in hope for change.

The moment we choose to love, we begin to move against domination, against oppression. The moment we choose to love, we begin to move toward freedom, to act in ways to begin to liberate ourselves and others. ~bell hooks

Loved into Learning

Elizabeth Campbell PhD



So What?

I believe that learning founded on love is part of the solution to the problems that plague our world today. My definition of love is the willingness to embrace and act on the idea that everyone and [everything is interconnected](#). My definition is influenced by Pecks definition of love as “the willingness to extend oneself for one’s own or another’s spiritual growth”.

I embrace different ways of knowing, researching, and representing to generate different ideas to address our spiritual crisis—the disconnection between all human and non-human relationships.

[Website](#) (under construction):

A 3-minute intro video:

email:

lovedintolearning@gmail.com

Now What?

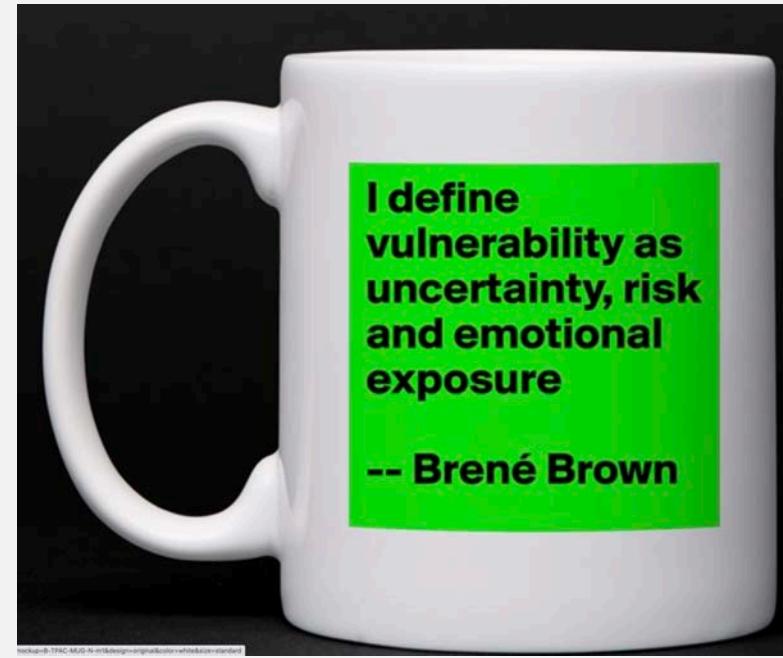
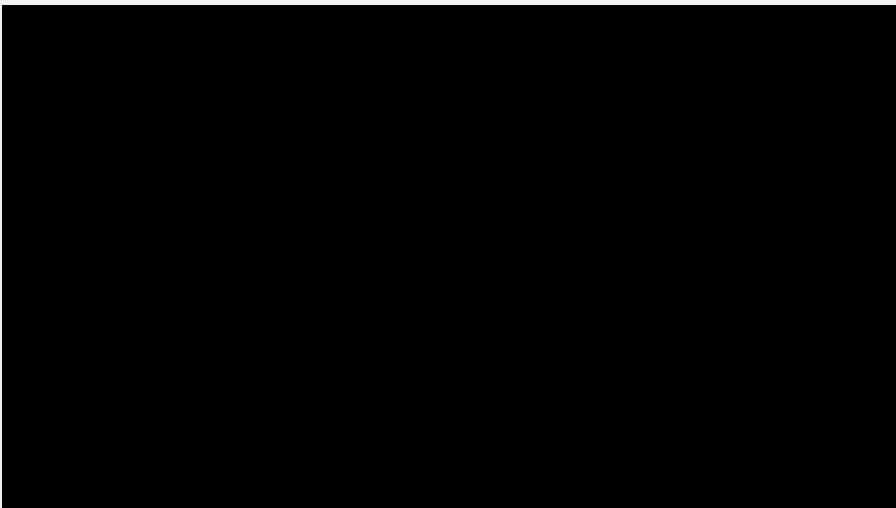
I agree with Holt who claims, “learning is living”. I experienced being loved into learning (living) and I am committed to do all I can to live more fully according to my values of love, hope, and joy, and to contribute to the healing and flourishing of humanity. Trust, respect, compassion, creativity, equity, freedom, justice, and other values are central to me as I live with love, hope, and joy.

I incorporate [self-determined education \(SDE\)](#) in every course I offer and I share [Living Educational Theory](#) (LET) as a process for exploring, discovering, and articulating the values that give life meaning and purpose. Together, these approaches to learning, challenge status-quo thinking, create and hold a space for learner autonomy, and reveal intuitive knowledge, honouring the lived experiences of individuals who wish to improve what they are doing.



How does this research contribute to a professional global knowledge-base? How does it contribute to transforming academia and other fields of practice?

VULNERABILITY



THE POWER OF VULNERABILITY

by Brené Brown





Personal Values and Awareness

Our values reflect what is important to us. They are a shorthand way of describing our individual motivations. Together with our beliefs, they are the causal factors that drive our decision-making.

Barrett Seven Levels of Consciousness Model

Service

Selfless service

Making a Difference

Making a positive difference in the world

Internal Cohesion

Finding meaning in existence

Transformation

Letting go of fears.
The courage to develop and grow

Self Esteem

Feeling a sense of self-worth
Fear: I am not enough

Relationship

Feeling protected and loved
Fear: I am not loved enough

Survival

Satisfying our physical and survival needs
Fear: I do not have enough



Values can be positive or fear-based (limiting). For example, honesty, trust and accountability are positive values, whereas blame, revenge and manipulation are potentially limiting, or fear-based, values.

Personal mastery involves overcoming or eliminating our fear-based beliefs. When our beliefs or behaviours are out of alignment with what is really important to us - our values, we lack authenticity.

Every human being on the planet grows and develops within seven well defined areas. These areas are defined in the [Barrett Seven Levels of Consciousness Model](#). Each area focuses on a particular need that is common to all people. The level of growth and development of an individual depends on their ability to satisfy these needs.

At different times you may find that you focus more on some levels and less on others, in response to changing life conditions. It is important to understand that in terms of the seven areas higher is not better; for example it will be difficult for you to focus on helping others if you are having health and money problems.

The seven areas in the development and growth of personal awareness are summarised in this diagram and are described in more detail on page 3.



Personal Values and Awareness



Self Interest

The first three areas of awareness – Survival, Relationship and Self-Esteem, focus on our personal self-interest – satisfying our need for security and safety, our need for love and belonging, and our need to feel good about ourselves through the development of a sense of pride in who we are. We feel no sense of lasting satisfaction from being able to meet these needs, but we feel a sense of anxiety if these needs are not met.

Transformation

The focus of the fourth area of awareness, Transformation, is on letting go of fears. During this stage in our development, we establish a sense of our own personal authority, and our own voice. Within the area of Transformation, we choose to live by the values and beliefs that resonate deeply with who we are.

Common Good

The upper three areas of awareness – Internal Cohesion, Making a Difference and Service - focus on our need to find meaning and purpose in our lives. We express that meaning by striving to make our world a better place and by leading a life of selfless service. When these needs are fulfilled they engender deeper levels of motivation and commitment.

Within these areas, we learn how to develop an inner compass that guides us into making life affirming decisions.

Personal Mastery

Individuals who focus exclusively on the personal self-interest areas may be influenced by the fears they hold about satisfying their individual needs. They look for approval or reassurance from others.

Individuals who focus exclusively on the satisfaction of the upper common good needs may lack the skills necessary to remain grounded. They can be ineffectual and impractical when it comes to taking care of their basic needs. The most successful individuals are those who balance all of the areas. They are trusting of others, are able to manage complexity, and can respond or adapt to all situations.

In reality people do not operate from any one single area of awareness. They tend to be clustered around three or four areas. Individuals are usually focused at areas 1 through 5, typically with a specific emphasis on Internal Cohesion, the fifth area, in which we seek meaning in our lives.

Your Results

On the next page we will show you how the values you chose map against these seven areas. Positive values will be identified with a blue dot and potentially limiting or fear based values will be shown as a white dot.

Which concept best describes your worldview?



Table 1.1 Four Worldviews

Postpositivism	Constructivism
<ul style="list-style-type: none">• Determination• Reductionism• Empirical observation and measurement• Theory verification	<ul style="list-style-type: none">• Understanding• Multiple participant meanings• Social and historical construction• Theory generation
Transformative	Pragmatism
<ul style="list-style-type: none">• Political• Power and justice oriented• Collaborative• Change-oriented	<ul style="list-style-type: none">• Consequences of actions• Problem-centered• Pluralistic• Real-world practice oriented

STORIES OF VICTORY AND RUIN

(MACLURE, 1996)

Living Your Values Fully

- Think of some examples of when you have been able to live more fully according to your values.

Values are Denied

- Think of some examples of when you have NOT been able to live according to your values.

Can you identify a living contradiction?

SIR KEN
ROBINSON
THE CALL TO
UNITE

- [https://www.youtube.com/
watch?v=QU4Q17t4muY](https://www.youtube.com/watch?v=QU4Q17t4muY)





WHAT IS SELF-DIRECTED EDUCATION?

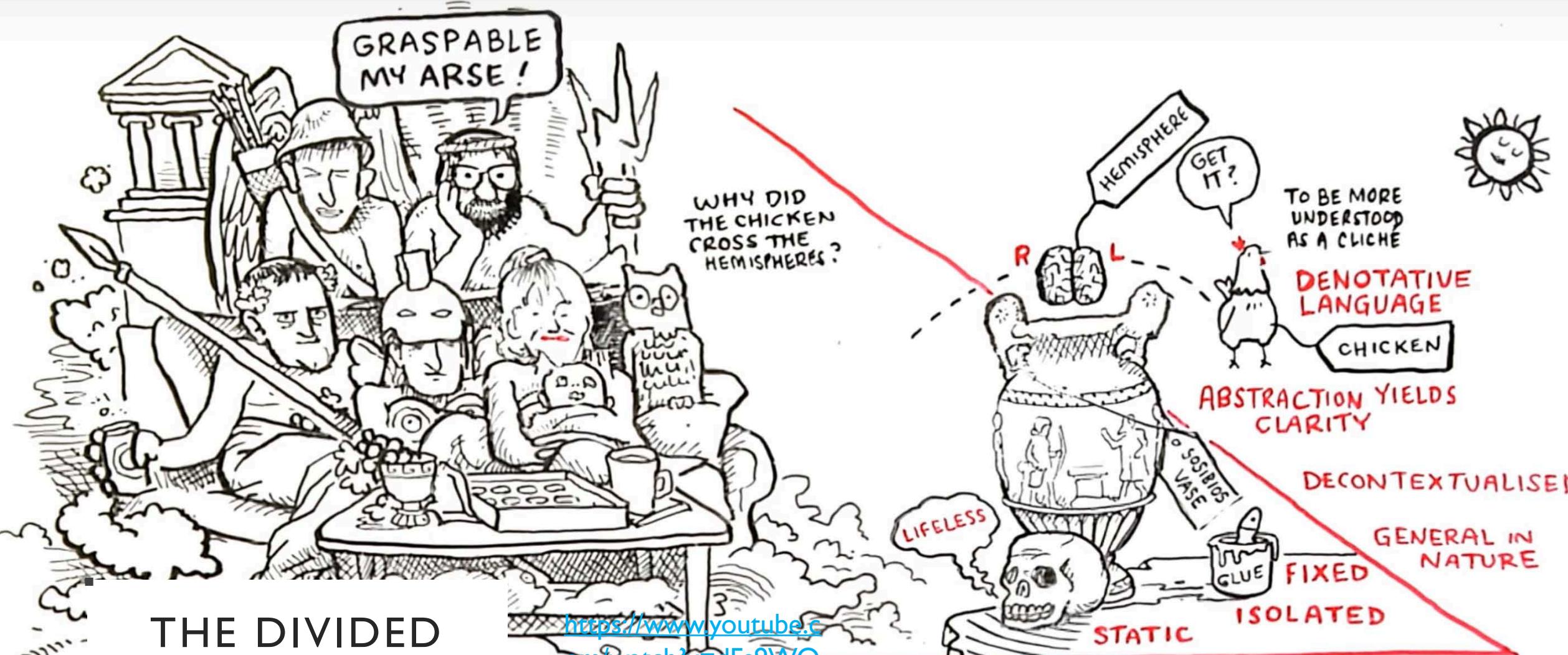
WHAT IS SELF-DIRECTED LEARNING?

HOW CREATIVE ARE YOU?

- <https://ideapod.com/born-creative-geniuses-education-system-dumbs-us-according-nasa-scientists/>
- Age 4/5 98%
- Age 10 30%
- Age 15 12%
- Adults 2%



We are born creative geniuses and the education system dumbs us down, according to NASA scientists



THE DIVIDED BRAIN

IMPLICIT, INCARNATE, LIVING BEINGS IN THE CONTEXT
OF THE LIVED WORLD

<https://www.youtube.com/watch?v=dFs9WO2B8SI>

TRYING A WORLD
ING, INTERCONNECTED,

THE TRANSITION

Teachers: Self-directed professional development that aligns with standards of practice and other policy documents.

Students: A transition tool to self-directed learning or a framework for self-directed learning in or out of public school. A theoretical framework and methodology for formal research for accreditation and publication purposes.

Parents: a tool to take charge of your life, to get to know yourself.

All: to live more fully according to YOUR values.



The Ethical Standards for the Teaching Profession

The Ethical Standards for the Teaching Profession represent a vision of professional practice. At the heart of a strong and effective teaching profession is a commitment to students and their learning. Members of the Ontario College of Teachers, in their position of trust, demonstrate responsibility in their relationships with students, parents, guardians, colleagues, educational partners, other professionals, the environment and the public.

The Purposes of the Ethical Standards for the Teaching Profession are:

- to inspire members to reflect and uphold the honour and dignity of the teaching profession
- to identify the ethical responsibilities and commitments in the teaching profession
- to guide ethical decisions and actions in the teaching profession
- to promote public trust and confidence in the teaching profession.

The Ethical Standards for the Teaching Profession are:

Care

The ethical standard of *Care* includes compassion, acceptance, interest and insight for all students. Members express their commitment to students' well-being and learning through positive influence, professional judgment and empathy in practice.

Trust

The ethical standard of *Trust* embodies respect, openness and honesty. Members' professional relationships with students, colleagues, parents, guardians and the public are based on trust.



Ex document et signum disponuntur ad hanc etiam.

The Standards of Practice for the Teaching Profession

The Standards of Practice for the Teaching Profession provide a framework of principles that describes the knowledge, skills and actions inherent in Ontario's teaching profession. These standards articulate the goals and aspirations of the profession. These standards convey a collective vision of professionalism that guides the daily practice of members of the Ontario College of Teachers.

The Purposes of the Standards of Practice for the Teaching Profession are:

- to inspire a shared vision for the teaching profession
- to identify the values, knowledge and skills that are distinctive to the teaching profession
- to guide the professional judgment and actions of the teaching profession
- to promote a common language that fosters an understanding of what it means to be a member of the teaching profession.

The Standards of Practice for the Teaching Profession are:

Respect

Intrinsic to the ethical standard of *Respect* are trust and fair-mindedness. Members have a responsibility to support the health and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment.

Integrity

Honesty and reliability and moral action are embodied in the ethical standard of *Integrity*. Continual reflection assists members in exercising integrity in their professional commitments and responsibilities.

Commitment to Students and Student Learning

Members are dedicated in their care and commitment to students. They treat students equitably with respect and are sensitive to factors that affect student learning. Members facilitate the development of students as contributing citizens of Canadian society.

Leadership in Learning Communities

Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and leadership roles in facilitating student success. Members maintain and apply the principles of the ethical standards in these learning communities.

Ongoing Professional Learning

Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional growth and self-directed learning are informed by experience, research, collaboration and knowledge.

Assessment for, as and of Learning

1. Assessment for, as and of learning is collaboratively developed by educators and used to inform next steps in learning and instruction.
2. A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and determine next steps.
3. Students and educators build a common understanding of what students are learning by identifying, sharing, and clarifying the learning goals and success criteria.

4. During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria.

5. Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their learning within the context of the Ontario curriculum and/or individualized learning plan.

6. Assessment of learning provides relevant and meaningful evidence to evaluate the quality of student achievement at or near the end of a cycle of learning and to inform next steps in learning.

7. Open communication about learning is in place to allow students, educators, and parents to monitor and support student learning.

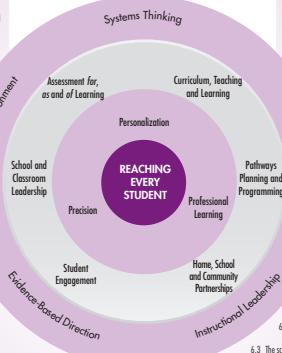
School and Classroom Leadership

1. Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning.
2. Processes and practices are designed to deepen understanding of student learning and refine instruction to improve student learning and achievement.
3. Organizational structures are coherent, flexible and respond to the needs of students.
4. Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning.
5. Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment.

Student Engagement

- 3.1 The home, school and community partnerships generate the intellectual engagement of all students and reflect individual student strengths, needs, learning preferences and cultural perspectives.
- 3.2 Student stated priorities that reflect the diversity, needs and interests of the student population are embedded in School Improvement Plans (SIPs).
- 3.3 Students are partners in dialogue and discussions to inform programs and activities in the classroom and school that represent the diversity, needs and interests of the student population.
- 3.4 Students demonstrate a wide range of transferable skills such as teamwork, advocacy, leadership and global citizenship.

K-12 School Effectiveness Framework A support for school improvement and student success



Curriculum, Teaching and Learning

- 4.1 A culture of high achievement supports the belief that all students can learn, progress and achieve.

- 4.2 A clear emphasis on high levels of achievement in literacy and numeracy is evident throughout the school.

- 4.3 Teaching and learning in the 21st Century is collaborative, innovative and takes place in a global context.

- 4.4 Learning is deepened through authentic, relevant and meaningful student inquiry.

- 4.5 Instruction and assessment are differentiated in response to student strengths, needs and prior learning.

- 4.6 Resources for students are relevant, current, accessible, inclusive and challenging.

- 4.7 Timely and focused interventions, supported by a team approach, respond to individual student learning needs, and wellbeing.

- 4.8 Resources for students are relevant, current, accessible, inclusive and challenging.

- 4.9 Pathways Planning and Programming

- 5.1 Comprehensive education and career/life planning programs meet learning needs, interests and aspirations of all students.

- 5.2 Opportunities for authentic learning experiences and experiential learning exist in all classrooms, schools and community programs.

- 5.3 Students, parents, families, and educators understand the range of supports available, programs, options and supports that are available.

- 5.4 Students build on in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills and education and career/life opportunities.

- 5.5 Home, School and Community Partnerships

- 6.1 The School Council has a meaningful role in supporting learning, well-being and achievement for students.

- 6.2 Students, parents and community members are engaged and welcomed as respected, valued partners in student learning.

- 6.3 The school and community build partnerships to enhance learning opportunities and well-being for students.

- 6.4 Learning opportunities, resources and supports are provided to help parents support student learning and have productive ongoing parent-teacher conversations.

2013

CREATIVE COMPLIANCE

A PROCESS LIVING THEORY

- What are my values?
- What is my worldview?
- What is my concern?
- What is my living contradiction?
- Who am I?
- How do I know?
- So what?
- Now what?



- Explore “I” through journals, art, dialogue, video, literature...
- Identify patterns, themes, contradictions, paradoxes, false dichotomies, epistemicide
- Make values, beliefs, knowledge transparent
- Collaborate
- Repeat

LIVING CULTURE OF INQUIRY

a safe,
supportive space
which is
democratic and
non-hierarchical
where
practitioner-
researchers are
enabled:

to share their vulnerabilities,
to make explicit their values and hold themselves accountable for living according to those values
to recognize when they are not living according to their espoused values and are “living contradictions” (Whitehead, 1989).
to be loved into learning
to recognize their embodied knowledge
to improve their lives and practice by creating their own living-theories:

Living Theory
methodology
includes

‘I’ as a living contradiction,
the use of action reflection cycles,
the use of procedures of personal and social validation and
the inclusion of a life-affirming energy with values as explanatory principles of educational influence. (Whitehead, 2009, p. 182)

THE ACTION PLANNER

Framework and rationale for research

Issue / Question	Response
What really matters to me? What do I care passionately about? What kind of difference do I want to make in the world?	
What are my values and why?	
What is my concern?	
Why am I concerned?	
What kind of experiences can I describe to show the reasons for my concerns?	
What can I do about it?	
What will I do about it?	
How do I evaluate the educational influences of my actions?	
How do I demonstrate the validity of the account of my educational influence in learning?	
How do I modify my concerns, ideas and actions in the light of my evaluation?	