

Jack Whitehead's contribution  
to the 2023 CARN Symposium  
on 'Talking locally connecting  
globally across the living  
boundaries of cultures of  
enquiry', 9<sup>th</sup> May 2023

# Learnings from Symposia at AERA 2021, 2022, 2023 and CARN 2022

## THE SYMPOSIA

AERA 2023 - Interrogating Consequential Education Research in Pursuit of Truth in Living Educational Theory Research: A response to Rich Milner's 2023 AERA Presidential Address.

<https://www.actionresearch.net/writings/aera2023/jw2023aera040523.pdf>

AERA 2023 - Jack Whitehead's slides for his contribution, on 'Generating living-educational-theories with love in transforming excessive teacher entitlement'. <https://www.actionresearch.net/writings/aera2023/jwtaraaera2023.pdf>

CARN 2022 - Changing Lives through Action Research and Living Educational Theory Research in Cultures of Inquiry. <https://www.actionresearch.net/writings/carn2022/CARN2022sympproppres151022.pdf>

AERA 2022 - Cultivating Equitable Education Systems for the 21st Century in global contexts through Living Educational Theory Cultures of Educational Inquiry.

<https://www.actionresearch.net/writings/jack/AERA2022sessionprop.pdf>

AERA 2021 – Accepting Responsibility. <https://www.actionresearch.net/writings/aera21/2021aerasymposiumfull.pdf>

# Learnings

- My learnings are focused on the relationally dynamic values I use as explanatory principles in the generation of my living-educational-theory. Recognising my excessive entitlements, in relation to my best loved self, generates living-contradictions in my practice. This stimulates my imagination to generate ways of improving my practice. My community-based educational research requires my understandings of the living boundaries between those constituting community and the cultures of inquiry within which the practice is located. These understandings are included in the generation of valid, evidence and values-based explanations of my educational influences in my own learning in the learning of others and in the learning of the social formations within which my practice is located, as I continue to explore the implications of asking, researching and answering, 'How do I improve what I am doing?' (<http://www.actionresearch.net>)

LIVING-EDUCATIONAL-THEORIES (WHITEHEAD), EXCESSIVE TEACHER ENTITLEMENT (RATNAM), BEST LOVED SELF (CRAIG), LIVING CONTRADICTIONS, CULTURES OF INQUIRY AND DIALOGUE (DELONG), LIVING BOUNDARIES (HUXTABLE)

- A living-educational-theory is an individual's explanation of their educational influence in their own learning, in the learning of others and in the learning of the social formations within which the practice is located, (Whitehead, 2016)
- Excessive entitlement is expecting rewards in excess of what one deserves; thus, hindering people from taking responsibility for their own actions, learning and change. Ratnam, (2021). The excessive entitlement of one educator trumps the entitlement of another, detracting from the other's best-loved self. (Craig, 2022)
- A living contradiction is the experience of holding certain values whilst at the same time not living them fully in one's practice in inquiries of the kind , 'How do I improve what I am doing?'
- A culture of inquiry is the creation of a safe, supportive space where students and teachers are enabled to make explicit their values and make themselves accountable for living according to those values. Dialogue is used as a research method (DeLong, 2020)
- A Living Boundary is co-creative space within which energy-flowing values can be clarified and communicated (Huxtable, 2012, Whitehead, 2016)

## References

- Ratnam, T. (2021). Foreword. In T. Ratnam & C.J. Craig (Eds.). Understanding excessive teacher and faculty entitlement. *Advances in Research on Teaching Vol. 38.* (pp. xxi-xxii) Bingley, UK: Emerald Publishing Limited.
- Craig, C. J. (2022). The best-loved self: Where to from here? In C. J. Craig, D. McDonald, & G. Curtis *Learning, leading, and the best-loved self in teaching and teacher education* (pp. 333-342). Emerald Publishing.
- Delong J. D. (2020) Raising Voices Using Dialogue as a Research Method for Creating living-educational-theories in Cultures of Inquiry. *Educational Journal of Living Theories*, 13(2), 71-92.
- Whitehead, J. (2019) Creating a living-educational-theory from questions of the kind, 'how do I improve my practice?' 30 years on with Living Theory research. *Educational Journal of Living Theories*, 12(2): 1-19.
- Huxtable, M. (2012) *How do I Evolve Living-Educational-Theory Praxis in Living-boundaries?* PhD Thesis, University of Bath.
- Whitehead, J. (2016) Review of Marie Huxtable's doctoral thesis on 'How do I Evolve Living-Educational-Theory Praxis in Living-boundaries?' *Educational Journal of Living Theories*, 9 (2), pp. 103-106.