



Building a Culture of Inquiry for creating Living Educational Theories

Living our values



Culture of Inquiry

- Creating a safe, democratic, equitable & supportive space
- Building relationships based on 'loved into learning (Campbell, 2011)
- Embracing & supporting vulnerability & self-determined learning
- Valuing & unveiling embodied knowledge and Eastern Wisdom Traditions
- Creating living–educational-theories, expressing life-affirming energy and contributing to human flourishing

“Culture is a concept that includes a refining and elevating element, each society’s reservoir of the best that has been known and thought”.

Said, E. (1993) Culture and Imperialism, London; Vintage, pp. xii-xiv.

DeLong, J. (2002)

Living Educational Theory

How can I improve my practice?



Process: Using my values to explain my influence in my life/work.

Purpose: Taking responsibility for improving myself, influencing others and contributing to human flourishing.

Our Cross-cultural Culture of Inquiry Values and Location

Jackie, Michelle, Tara, Mairin, Jack


OK to record?




Introduce yourself:
your name, location, what
you'd like to learn.

Building loving educational relationships





Find a partner or two.
Share what really matters to you.
Share your partner's passion with
us.







If you are not living your
values:
Living Contradiction



Creating your own living-educational-theory in a culture of inquiry

Question: How can I improve my practice? How can I live my values more fully?

Process: Using my values to explain my influence in my life/work.

Purpose: Taking responsibility for improving myself, influencing others and contributing to human flourishing.

Methodology: Create my own living-educational-theory methodology

Data: Records of my life: visual/dialogic, aesthetic, narrative, auto-ethnographic data.

Validation: personal, validation group of peers, public accountability

Whitehead, 1989

Research Questions

How can I improve my connections with my students?

How can I increase the focus on school-based research by teachers?

How can I promote teacher agency and openness to change?

How can I help to transform our world for the flourishing of humanity?

How can I ask 'we' questions with others without losing the integrity of the individual 'I'?

Inquiry Learning: how do I know?

If our value is 'inquiry learning', we would include data that students pose and answer their own questions, not the questions of the teacher.

What does it look like?

A video recording of students:

- working in groups posing questions
- listening to each other
- looking for creative solutions to a **problem they posed**
- conducting their own action research on improving their own learning.

Explanatory Principles

In explaining our influence in inquiry learning, we often start from the experience that we are not encouraging inquiry learning in our students.

By demonstrating that we are improving our practice and contributing to our students moving towards inquiry learning, we can then explain the movement by using our value of inquiry learning.

Journal Data to Evidence

The final transformation for me was in learning to truly honour each student's voice by using their words and their questions. In my journal I record the effort it took to resist the temptation of "teacherizing" the students' words or to again fall into the trap of trying to persuade them to ask the question I felt they should ask:

And don't I find myself again and again turning their words into teacher speak. I just changed "not getting distracted while working" into "focusing" – ARRGGHH!... How much more powerful will it be to see their own words there? When they can explain it to their parents? What will their parents think when they read, "How can I improve my learning by reducing my stress and learning to receive criticism?" "How can I improve my learning by learning to deal with conflict and not being so down on myself?" These questions move me to tears. (C. Griffin, personal communication, February 3, 2013) (Griffin, 2013)

Jack Whitehead was awarded an honorary D. Litt. at Worcester University, UK on September 12, 2023 for his contributions to educational research and educational theory:



<https://www.actionresearch.net/writings/jack/jacksdlittgraduation120923.pdf>

Resources

Our new book:

You and Your Living-Educational Theory

Websites: <https://www.actionresearch.net/>

<http://www.spanglefish.com/ActionResearchCanada>

For background on Living Theory, see: Jack Whitehead on Living Theory research at TEDx on 24-10-19: <https://www.youtube.com/watch?v=Jf1kFHLdiPY&feature=youtu.be>

Email: Jackie: jddelong@gmail.com
Tara: taratnam@gmail.com
Michelle: mvaughn3@fau.edu
Mairin: mairin.glenn@gmail.com
Jack: jack@livingtheory.org

What's New section of <http://www.actionresearch.net> and will have the url

<http://www.actionresearch.net/writings/carn2023/jddcarnsymp2023.pdf>



SAVE £4.00

