

Sharing Ideas From Conversation Café

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Context

Once a week, between 8.00-9.00 am there have been 'Breakfast Café Conversations' usually involving Nigel Harrison, Kate Kemp, Marie Huxtable, William House, Lynn Spurrell and Jack Whitehead. The following ideas have emerged from the conversations and from viewing video-clips of some of our everyday professional practices in our different contexts as we research our own practices in order to understand better our influences.

For example, Nigel and Chris are engaged in doctoral research programmes with Liverpool Hope University (LHU).

On the 14th January 2013 I was a member of the team at Chris' Ph.D. Confirmation event at LHU as Chris expressed her meaning of 'living empowerment'. Jack uses a method he calls 'empathetic resonance' to clarify and share the meanings of expressions of energy-flowing values such as 'living empowerment'. As you view the video do check the validity of my claim that Chris is expressing her embodied meanings of 'living empowerment'.



3:41 minute video at <http://www.youtube.com/watch?v=gDOnjxrvQm4>

From my experience of seeing what individual's do in their professional contexts and practice I have become convinced that we all express embodied meanings of energy flowing values, that we use as explanatory principles in explaining why we do what we do and in explaining the influence of what we do with others. I am also convinced that these meanings can be communicated better through visual narratives that include data such as the video-clip above, than they can through printed-text alone. These convictions of mine may not be correct and they are open to your critical evaluations.

The following thoughts have emerged from listening to what William is doing in the Keynsham Action Network (KAN), to appreciating the quality of William's reflections on the ideas of others and on what he is doing in KAN and elsewhere and on William's reflexive capacities in being able to use explanatory principles that move the descriptive accounts in his reflections into explanatory accounts. I've wanted for some time to see a visual narrative of what William is doing, together with an explanation of his influence, in the public domain, so that others can benefit from his understandings and his values. I identify the values that distinguish William's way of being as those that carry hope for the future of humanity. I am thinking of values that Gandhi used in his idea of Sarvodaya as he faced and transcended British imperialism in India. At the heart of this idea, Gandhi placed John Ruskin's idea that 'the good of the individual is contained in the good of all'. I am thinking of values that are within an Ubuntu way of Being and that Nelson Mandela acknowledged had informed his struggle against Apartheid in South Africa and his 27 years of imprisonment, with its heart in 'I am because we are'. I am also thinking of values of co-operation and love that are embedded in many spiritual and religious beliefs.

In this brief visual narrative I do not want to mask William's voice as he speaks at the UK Council of Psychotherapists on the 18th February 2013 in Leeds and at the Breakfast Café Conversation on the 27th February 2013 in Keynsham. I am however, hopeful that some of my learning from my educational research programme could be useful to William and others in the creation, evolution and sharing of their living-educational-theories. What I mean by a living-educational-theory is an individual's explanation of their influence in their own learning, in the learning of others and in the learning of the social formations in which we live and work.

Here are two recent video-clips of William in action.

The first is an 11:46 minute clip of William addressing the UK Council of Psychotherapists in Leeds on the 18th February 2013.



<http://www.youtube.com/watch?v=miA9WtadnSM>

In this clip William is explaining his application of his understanding of the natural behaviour of bees to transcending conflicts in organisations.

The second is a 5:36 minute extract from a Breakfast Café Conversation in the Riverside Centre in Keynsham on the 27th February 2013.



http://www.youtube.com/watch?v=mCz-t_Roncc

My brief visual narrative is focused on William's explication of the principles which he is advocating could be applied to enhancing the influence of the UK Council for Psychotherapists and his explication of the 'Power of Purpose' in the second video clip. In this second clip William presents his understanding of the 'simple rules' of complexity theory with a set of values that everyone agrees to. For an example of such a purpose do listen to 2:57-3:01 where William states the purpose, 'to promote and protect the health of the nation'. You might like to use a method I developed I call 'empathetic resonance' for clarifying and communicating meanings of energy-flowing embodied values. As you listen to the clip between 2:57-3:01 and move the cursor backwards and forwards along these times, see if you feel an energising response to William that is accompanied by the recognition of the significance of what he is saying in terms of 'shared values' and the 'power of purpose'.

I'm wondering if we might use the ideas expressed through these two video-clips of William, especially his points about 'purpose' and 'shared values', perhaps together with Phil Tattersall's idea of 'Community-Based Auditing' (see <http://www.actionresearch.net/writings/philtattersallcba3148.pdf>) to enhance our influence in both improving practice and generating knowledge? If we do this I think that we could be seen to be fulfilling all of the mission of the American Educational Research Association which is to advance knowledge about education, to encourage scholarly inquiry related to education, to promote the use of research to improve practice and to serve the public good.