

Living Educational Theory Values-based Inquiry in Cultures of Inquiry for Sustainable Teacher Development.

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欢迎大家 Welcome, everyone

- In this session, I will share my experience and research over 25 years in building Cultures of Inquiry, safe, democratic spaces building relationships based on ‘loved into learning’ where teachers can share their embodied knowledge.
- Using the question, ‘How can I improve my practice?’, the teachers are supported to create their own living-educational-theories using their values as standards of judgment as an approach to Sustainable Teacher Education Development.
- I share examples of using this approach, as opposed to ‘model’, in schools, school systems, universities and international cross-cultural mentoring.



Building Relationships in a Culture of Inquiry

- ▶ I am informed that in the audience are:
 - ▶ scholars and practitioners-current teachers, school leaders, teacher educators, and students at education schools come together for the purpose of sharing and discussing common challenges in teacher professional development

Let's get to know each other. Would you share:

1. Your name and where you live and work,
2. What's important to you, gets you excited?

Living Educational Theory in Practice

- ▶ We have always looked to theories to provide answers. But this world is changing – (chatAI). We need to create our own theories through values-based inquiry to guide teaching/learning practices for greater student success.
 - ▶ **What would I like to improve?**
 - ▶ **Why am I concerned about it?**
 - ▶ **How can I improve it?**
 - ▶ **Who can help me and how?**
 - ▶ **What data will I collect to know it has improved?**
- ▶ We use the action reflection cycles in our research: act, reflect, revise.
- ▶ Living Educational Theory (Whitehead, 1989): the teacher generates and shares an explanation of their educational influence with life-affirming energy and a commitment to human flourishing.

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

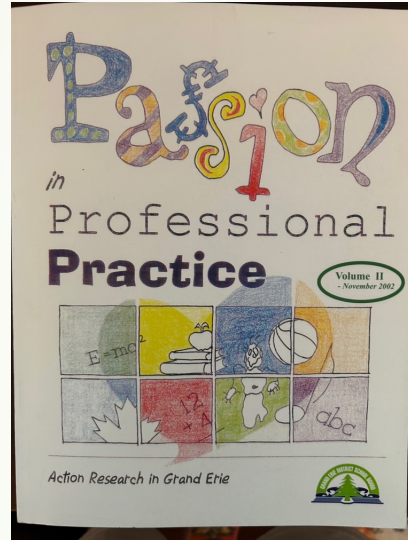


Culture of Inquiry



- ▶ A safe, supportive space where individuals are enabled to make explicit their values and hold themselves accountable for living according to those values.
- ▶ Action-reflection cycles based on asking self-study questions like “How can I improve my practice?”
- ▶ Experience values such as loving kindness and love into learning and recognition of their embodied knowledge.
- ▶ Includes Said’s (1993, p. xiv) idea that culture is a concept that includes a refining and elevating element, each society’s reservoir of the best that has been known and thought.
- ▶ (DeLong, 2002, 2013, 2020; Vaughan & DeLong, 2019)

Living Educational Theory Research in school classrooms and school systems

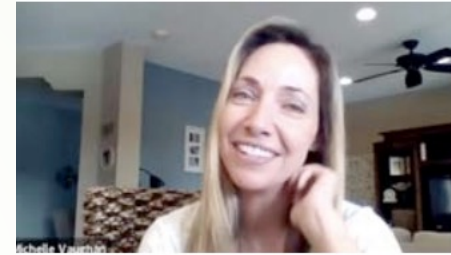


- Passion In Professional Practice: 8 volumes of research by classroom teachers showing them improving their teaching and the students' learning.
- <https://www.actionresearch.net/writings/ActionResearch/passion/pppi/index.html>

- The highest form of professionalism is the on-going, self-generated pursuit of improvement and excellence.
- The rewards of this professional activity are improved student learning and personal engagement and growth.
- Through the posing of important questions, the collection and analysis of school-based data, the articulation, presentation and sharing of those results, teachers and administrators take control of their own job satisfaction. (P. C Moffatt, 2001)

Living Educational Theory Research in Universities and International Mentoring

- Brock University Master's Cohort 2000-2011
- Professors met students in their school districts
- Curriculum designed with students in mind
- Living Educational Theory-based
- Carolyn Wootton, Master's Cohort 2009, now District President of the Elementary Teachers:
- "Living Educational Theory is transformatory as a professional development method because it gives teachers the control over their own learning and, therefore, their commitment to their own improvement and students' learning."



"At the end of it on Tuesday night it was if somebody did an analysis of what we talked about the last 2 weeks; there was a clear theme of joy that was running through their framework about the importance of having joy in a classroom. So man, I thought, if somebody could come here and see this group of budding scholars talking about joy and safety and love, someone would feel so hopeful.

And I did this exact assignment last year at this time and that was not the outcome. I can't help but think it's because I'm in a different place. I am unconsciously but also consciously honouring talking about their values and what's important and they've now bubbled up and they've found a place in academician. It was very reaffirming because I created a space and they rose to the challenge. It really is exciting."

<https://ejolts.net/node/334>

International Cross-Cultural Cultures of Inquiry

- Creating spaces for mentoring and co-learning where teachers are supported to create their own living-educational-theories and improve their teaching and learning practices as they develop professionally.



Dialogue as research method with visual data: the steps



- Get permission to record; Record the dialogue
- Upload to YouTube on Private
- Download the transcript (3 dots at bottom right of video)
- Assign speakers to the transcript
- Determine which parts are useful for data
- Make short clips of those parts
- Get permission from participants to use in research paper
- Mark clips on YouTube as Public
- Insert into clips into paper with transcript as evidence to support claims to know. (DeLong, 2022)



Action Research in China's Experimental Centre for Educational Action Research in Foreign Languages Teaching at Ningxia Teachers University

- ▶ Moira Laidlaw lectured at Ningxia U. from 2000-2006. She shared that “Action Research is a term very commonly used in this university.

It refers to a kind of educational research in which a researcher, or a group of researchers, forms a research question based on what is happening in an educational situation. Something like, 'How can I help my students improve their speaking?'

The researcher collects data over time, and eventually writes a report about it to show others what has been improved. The work is *educational* because it seeks to improve something in society for the benefit of learners and groups. Why living? Well, the research never ends. Once you've found a solution to one problem and written about it, other problems become apparent.

This work is dynamic. It is evolving all the time. It is based on change and development.” <https://www.actionresearch.net/writings/china/mlinaugural.htm>

- ▶ <https://www.actionresearch.net/writings/moira.shtml>



Sun Weimin (2006) How can I create a more relaxed atmosphere in my College English class in order to improve learning? CECEARFLT, Ningxia Teachers University, June, 2006.

<https://www.actionresearch.net/writings/china/sunweimin.htm>


- ▶ In my years of teaching, I have noticed students' personalities, motivation and ways of study influence students a great deal and also challenge teachers' abilities. If we treat all students alike it's probably less difficult to teach them, because we wouldn't have to think up different ways. But this isn't educational. When I look back my teaching in past seven years, these differences of individuals directly or indirectly influenced their efficiency of English learning.
- ▶ Some extroverted students were always more active than introverted students in class and therefore they were noticeable in class and were helped more. On the other hand, introverted students were often thought of as dull and backward students. I know now that the stronger motivation the students have, the harder they will work. All these elements impact on my practice, so in my AR research, I will try to research what kinds of students' personality-traits influence their progress in learning English and how I can help them to influence themselves to improve my teaching and their learning.
- ▶ From my experience and the use of photographs I hope to be able to encourage my colleagues' educational development, by showing my ways of doing something, that they might be able to use these methods themselves in order to help their students learn more efficiently. I think it is important for us to share our experiences as teacher-researchers (Stenhouse, 1983). I want my research to be valuable not just for me and for my colleagues but for other universities in China and in the world.

Framework for Living Educational Theory in Culture of Inquiry: an approach to Professional Development

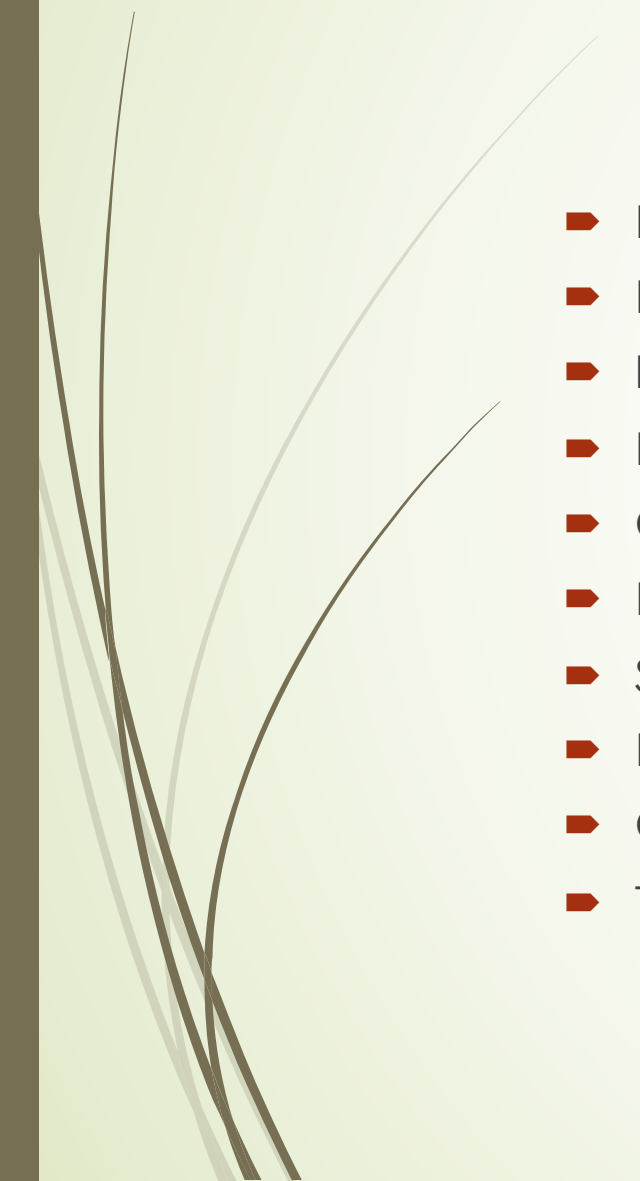
► **DeLong, 2022:**

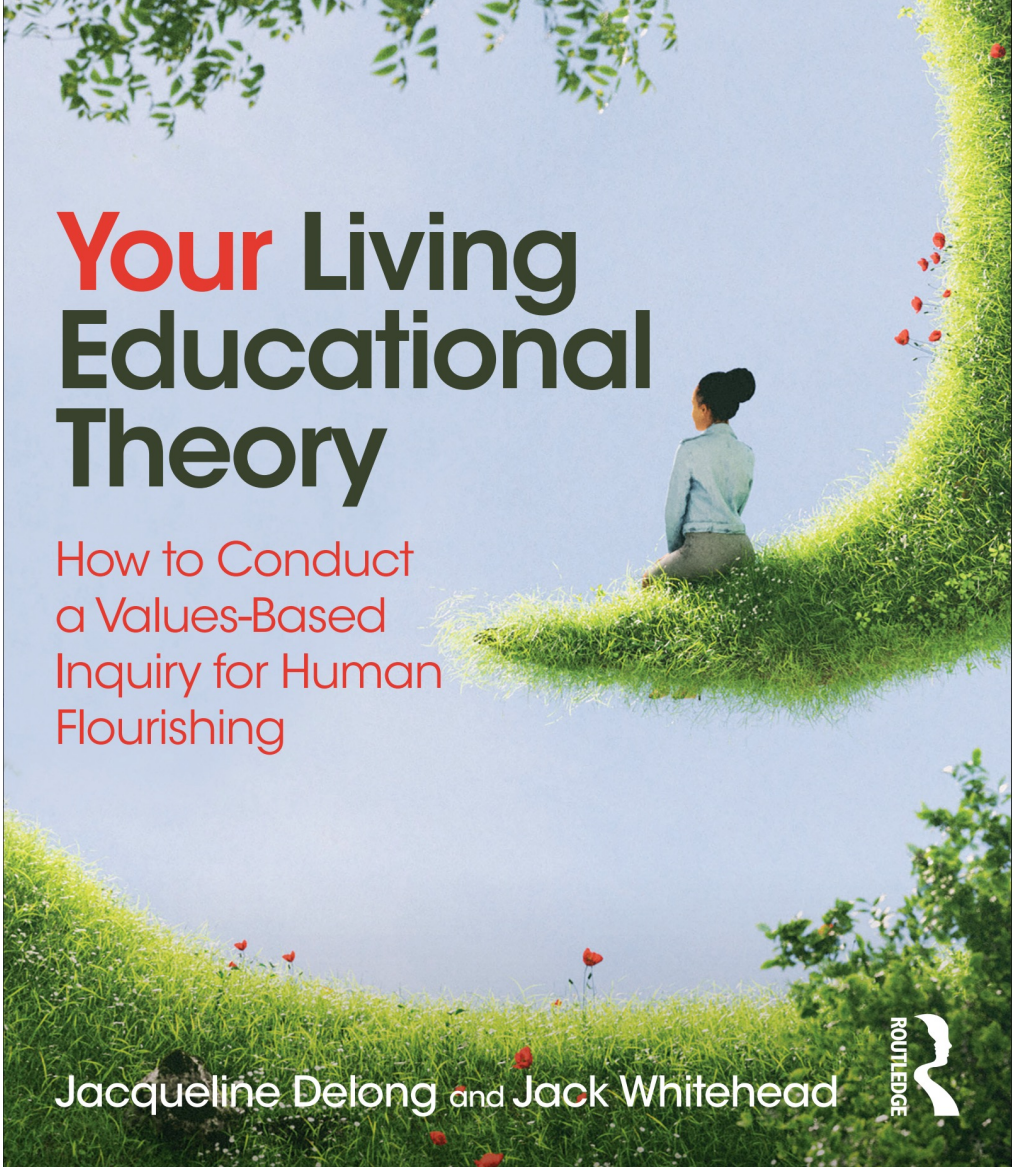
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10 aspects of Living Educational Theory in Cultures of Inquiry as Professional Development

- ▶ Focuses activities on learning and improvement
 - ▶ Facilitates self and peer assessment
 - ▶ Increases the sense of self-awareness, control, and confidence
 - ▶ Fosters a continuous cycle of action, reflection and review
 - ▶ Creates and shares new knowledge
 - ▶ Recognizes and confirms individual ways of knowing and embodied knowledge
 - ▶ Strengthens the voice of the practitioner and the student
 - ▶ Recognizes different cultural experiences and academic traditions
 - ▶ Contributes to professional dialogue and arts-based approaches
 - ▶ Transforms lives and contributes to human flourishing
- 



Your Living Educational Theory

How to Conduct
a Values-Based
Inquiry for Human
Flourishing

Jacqueline Delong and Jack Whitehead

ROUTLEDGE





谢谢 Thank you

Questions/Concerns?

