

Jack's response to Moira's and Pete's starters for the EJOLTS 10<sup>th</sup> Anniversary Issue

Moira - <http://www.actionresearch.net/writings/ejolts/10EJOLTSML060917.pdf>

Pete - <http://www.actionresearch.net/writings/ejolts/10EJOLTSPM060917.pdf>

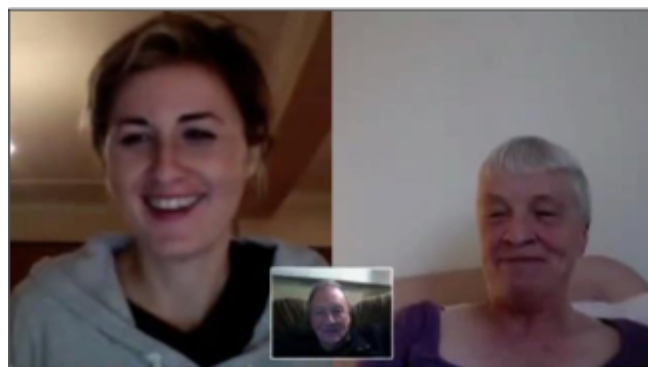
**Moira you ask at**

<http://www.actionresearch.net/writings/ejolts/10EJOLTSML060917.pdf>

**How can I continue to support EJOLTS as I create my own living-educational-theory?**

I'm suggesting that your continuing support could be focused on extending your original contribution to Living Theory research in your insight that explanatory principles and standards of judgment were themselves living and evolving. I'm wondering if you might like the idea of enhancing your educational influence in the EJOLTS community by spreading and evolving your understandings of the energy-flowing relational qualities that you embody and express in your relationships with Living Theory researchers in the EJOLTS community. What I have in mind is a continuing enquiry with Arianna as we work with her in her doctoral journey, in making her own original contributions to educational knowledge with her own explanatory principles and living standards of judgement. Here is a brief extract from a 2015 paper by Arianna in EJOLTS at <http://ejolts.net/node/262> :

In video 1 with Moira Laidlaw and Jack Whitehead about my project in Albania, I am expressing my relational and ontological values related to my meaning of 'dialectical peaceful space'. More importantly however I am expressing the energy that flows from me when I start talking about the process that is generating my understanding and values of peace. At 10:50 minutes it emerges how I come to realize that peace is a fundamental value informing my professional practice. This has triggered the flow of my life-affirming values that emerge as the exploration of my enquiry evolves. This process leads me to new understanding of my living-theory based research and practice.



Video 1. [Moira Laidlaw, Jack Whitehead and Arianna Briganti talking about the value of peace at https://www.youtube.com/watch?v=sN58WH\\_SDvk&feature=youtu.be](https://www.youtube.com/watch?v=sN58WH_SDvk&feature=youtu.be) (Briganti, 2015)

In your joint paper with Ben Cunningham in EJOLTS 10(1): 1-25 at <http://ejolts.net/node/296> on 'How can we live out our values more fully in our practice by an explicit exploration of our living contradictions?' you jointly write in your Abstract:

This paper has arisen out of email conversations between us from June 2015 to the present, and centres principally on an exploration of the living contradictions in our practices - voluntary prison-visiting in Dublin, Ireland, and tutoring at the Open University (OU) based in the UK. We explore our values overtly in our extensive e-mail correspondence, as well as our fears, hopes, disappointments and triumphs. We pay close attention to each other's concerns for compassion, tolerance, love and human equality, as we raise our own and each others' awareness about the issues that concern us. In that pursuit we find ourselves looking at our living contradictions (Whitehead, 1989), and consequently explore how we can resolve them. During this process we recognise that we are involved in a process of peer-mentoring (Yamamoto, 1988) which enables us to support each other at difficult times. This process channels some deeper insights about the growth of our own humanity, and therefore, we are claiming, to improvements in our practice and in our understanding of the significance of what we are doing.



Ben and Moira in Dublin, September 2016.

I'm hoping that I can be included in your enquiry, 'How can I continue to support EJOLTS as I create my own living-educational-theory?', perhaps through continuing conversations with both Arianna and Ben as we support each other in living as well as we can?

**Pete, you write at**

<http://www.actionresearch.net/writings/ejolts/10EJOLTSPM060917.pdf>

I am a living-theory educational researcher; I offer values-based accounts of my educational influence on myself, on others and on social formations. My living-theory accounts make claims that I understand my own educational development. Undertaking a review of the past ten years of EJOLTS publications will hope to describe and explain the development and evolution of Living Theory over time and of the processes of review and revision by which individuals' living-theory accounts come to be published. Thus, the process of review itself will be a values-based living-theory research activity. With a remit across both Living Theory research and mainstream

research, I invite you to engage with me in the process of enquiring: What is it to ask what this thing, educational research, is?

In your editorial to EJOLTS 10(1) of June 2017 at <http://ejolts.net/node/295> you write:

Thus, my intention, as I engage with the four main papers in this edition of EJOLTS, is to go beyond "hope for the future" and to ask what I and other readers are actually being led to *do* at the point of reading. What is going to happen to the behaviour-in-the-world of each of us, as our individual lives touch and interact with the lives of others? A given paper might make me, as its reader, think; it might offer me hope for the flourishing of humanity; but what am I actually going to *do* as the result of my reading? It is one thing to hold certain values and to have those values confirmed or challenged by the writings of others – but it is a further step for those writings to make me behave in my life in a better way. It is not enough to exchange affirming thoughts amongst ourselves within the living theory community – each of us has to 'get out there' and *do* something. For me, being conscious of needing to take this further step responds to the nagging question that always attends my contemplation of the EJOLTS project: *What use has all this effort been?*

In the 10<sup>th</sup> Anniversary EJOLTS review process I'd like to enquire with you, 'How is what we do influenced by our engagement with Living Theory research?' I think that our enquiries might contribute to answering your question, 'What use has all this effort been?'

Love Jack. 2<sup>nd</sup> October 2017.