

**Transformative potential of Living Educational Theory
Research as Continuing Professional Development for
Building Bridges and Making Connections in Education with
the Hope of Contributing to the Creation of a Better World.**

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ABSTRACT

The focus of this paper is on the transformative potential of Living Educational Theory Research as continuing professional development. We provide the evidence to justify the claim that this approach to continual professional development can build bridges and make connections in education with the hope of contributing to the creation of a better world. The bridges include connecting education policies from UNESCO to the values-laden, educational practices in the continuing professional development of educators and teacher-educators. They include establishing and sustaining relationships and co-operative activities with teachers and teacher-educators throughout the world in the generation of living-educational-theories. These theories are legitimated and validated in Universities throughout the world, including those in the Republic of Ireland and supported by the Network Educational Action Research Ireland.

**Transformative potential of Living Educational Theory Research
as Continuing Professional Development for Building Bridges and
making Connections in Education,
with the Hope of Contributing to the Creation of a Better World**

- We provide the evidence to justify the claim that this approach can build bridges and make connections in education with the hope of contributing to the creation of a better world.
- The bridges include, connecting education policies from UNESCO to the values-laden, educational practices and the continual professional development of educators and teacher-educators.
- These connections include establishing and sustaining relationships and co-operative activities with teachers and teacher-educators throughout the world in the generation of living-educational-theories.
- These theories are legitimated and validated in Universities throughout the world

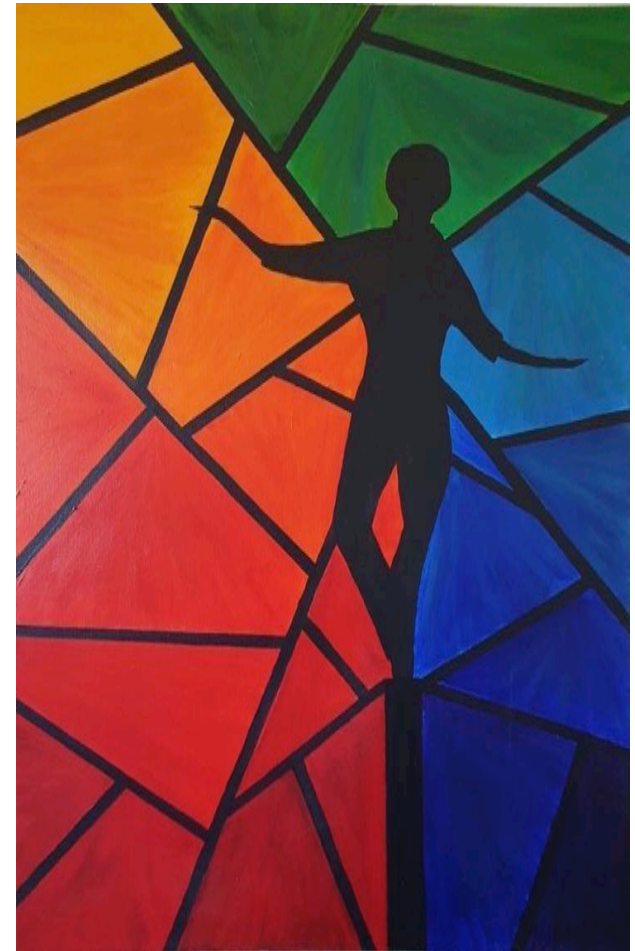
Living Educational Theory Research: a form of Professional-Practitioner Educational Research

We are assuming you are practitioners accepting your responsibility as:

- An educator practicing in the context of an institution of education, e.g. school, FE college, adult education, university
- A professional-practitioner

Both responsibilities are complex and values-laden:

- Being a practicing educator includes abiding by a code of ethics and developing skills, knowledge and expertise in the field of Education and enabling learners to successfully progress through the given curriculum.
- *Being* a professional-practitioner includes accepting responsibility for the consequences of ones own practice, and holding self to account with values of human flourishing by researching to understand and improve and contributing the validated, values-laden knowledge generated in the process to a global knowledgebase all can benefit from.



Responsibilities as an Educator



On the first day of the new school year, all the teachers in one private school received the following note from their principal.

Dear Teacher,

I am a survivor of a concentration camp. My eyes saw what no man should witness:

Gas chambers built by *learned* engineers.

Children poisoned by *educated* physicians.

Infants killed by *trained* nurses.

Women and babies shot and burned by *high school* and *college* graduates.

So, I am suspicious of education. My request is: help your students become human. Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns.

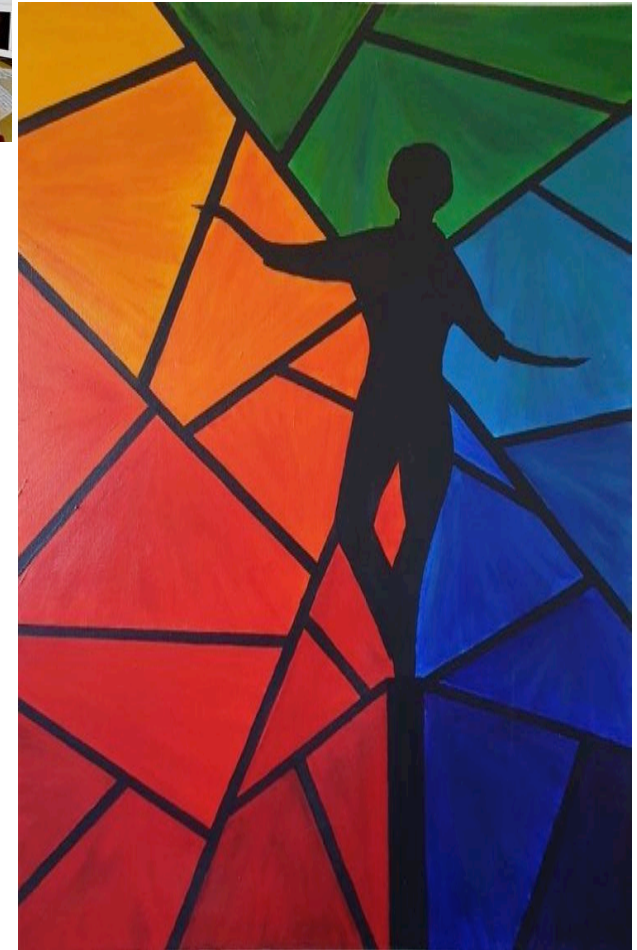
Reading, writing and arithmetic are important only if they serve to make our children more human. (Ginott, 1972, p.317)

Education: Inherent Tensions and Contradictions



... a life-long, life-wide process of learning:

- to live humanely a personally satisfying and socially productive and worthwhile life,
- helping others do so too, and
- contributing to the flourishing of Humanity as a benign presence in the world





Living Educational Theory Research:

a Form of Professional-Practitioner, Educational Research

Used by practitioners to realise their responsibilities to hold themselves to account for their practice and the implications of what they do with values of human flourishing and to contribute to the global growth of educational, values-laden knowledge.

- They clarify their embodied life-affirming values as they emerge in the course of researching aspects of their practice to understand and improve it.
- These values form standards by which they evaluate the consequences of their practice and as explanatory principles in explanations for their educational influences in learning

living-educational-theories



Whitehead (1989) coined the term ‘living-educational-theory’ for a valid, values-based explanation created by a practitioner researcher for their educational influence in their own learning, the learning of others and in the learning of social formations, which forms the context of their practice.



The website of Jack Whitehead <https://actionresearch.net/>



The website of the Educational Journal of Living Theories <https://ejolts.net/>



Transformative Potential of Living Educational Theory Research as Continuing Professional Development for Building Bridges and making Connections in Education with the Hope of Contributing to the Creation of a Better World.

<https://actionresearch.net/>

Doctoral Theses

- Glenn, M. (2006) Working with collaborative projects: my living theory of a holistic educational practice.
- McDonagh, C. (2007) My living theory of learning to teach for social justice: How do I enable primary school children with specific learning disability (dyslexia) and myself as their teacher to realise our learning potentials?
- Roche, M. (2007) Towards a living theory of caring pedagogy: interrogating my practice to nurture a critical, emancipatory and just community of enquiry.
- Sullivan, B. (2006) A living theory of a practice of social justice: Realising the right of Traveller Children to educational equality

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<https://actionresearch.net/>

Access living-posters homepage from <https://actionresearch.net/>

Click on the names to access the individual living-posters

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EDUCATION FOR DEVELOPMENT AND SUSTAINABILITY (EDS)

Living Educational Theory Research group

EDS is neutral (non-religious, non-political) and open for everyone. They work particularly with vulnerable children and youth and economically poor people. EDS is free, with no tuition fees. Learn more about EDS by visiting their website - <https://www.edsbd.one>

Portraits of group members: Md. Hafizur Rahman, Trine Lund, Ibrahim Rahman, Md. Alamin, Md. Ri'az Hawlader, Saima Rahman, Laiba Rahman, Md. Torikul Islam.

Poster: Education for Development and Sustainability (EDS) poster.

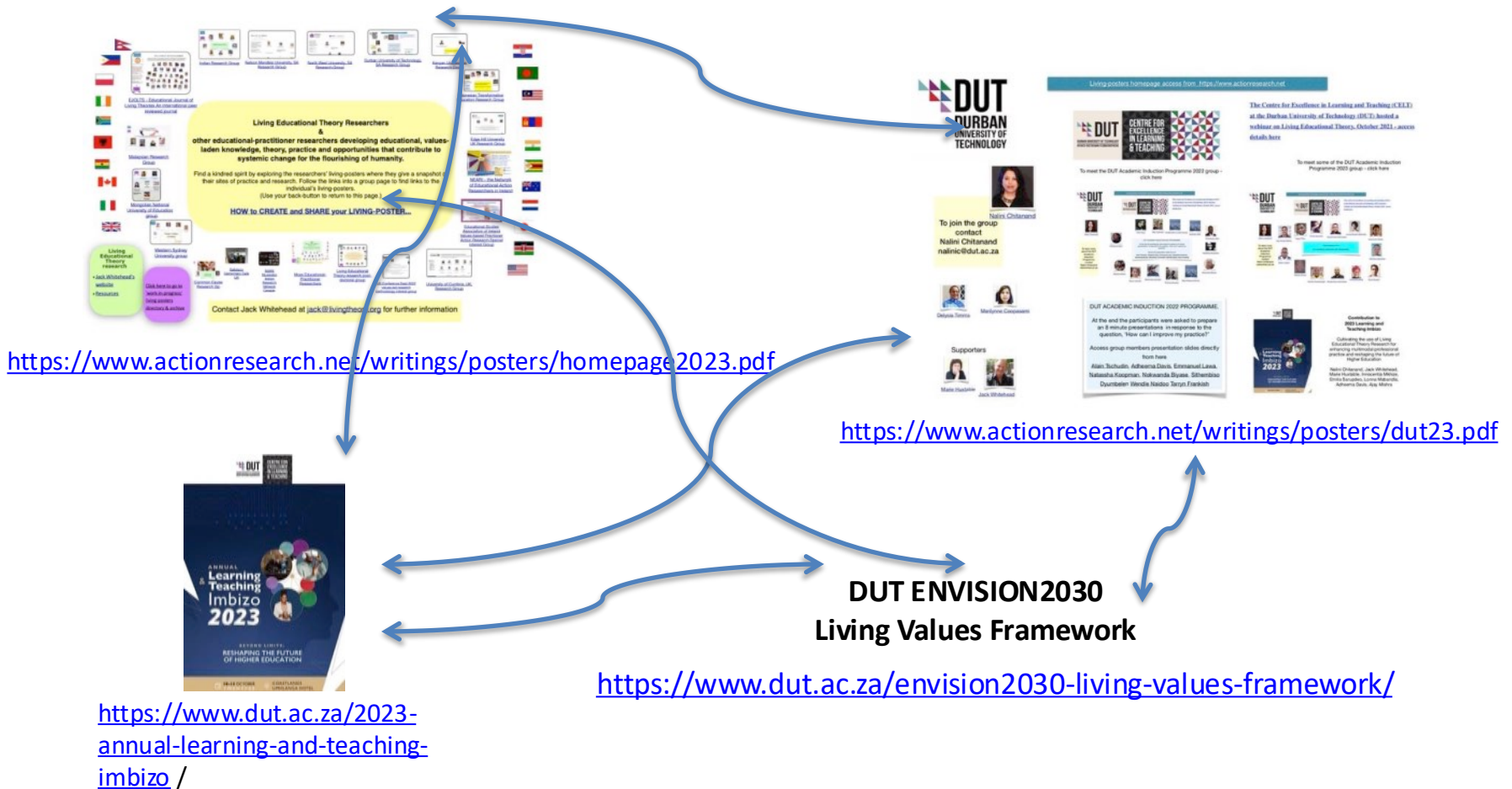
Portraits of group members: Yuli Rahmawati, Susi Fitri, Alin Mardiah, Nadia Lutfi Choirunnisa, Sabila Nikmayafulita, Neni Mariana, Masya Salsabilaf, Arlyan Baeses Kusuma, Zeni Zakia Zamania, Afi Yuana Putri, Amrul Huda Fathir, Silvi Amaliatus Sholihah, Rika Kartikawati, Bella Yuli Fazny, Sonwa Sinyamsari, Siti Aminah Alfalathi, Fairuz Nabila, Claudia Sarrah, Ode Zulaeha, Arga Satrio Prabowo, Ibita Azzahara.

Center text: Indonesian TERC (Transformative Education Research Group working on their Living Educational Theory Research)

4. Institutional contexts: use and local and global influence of Living Educational Theory Research and living-educational-theories



How the context-specific knowledge created by professional practitioners researching their educational pedagogical practice through Living Educational Theory Research is contributing to **institutional contexts** realising their values-laden raison d'être.



5. Geographical, language and political contexts of Living Educational Theory Research



Nepal
Kathmandu University – Transformative Education Research & Sustainable Development (TERS2022)

<https://ters2022.kusoed.edu.np/>

Indonesia
Indonesian Transformative Education research group

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Click on the names to access the individual living centres

Indonesian TERG (Transformative Education Research Group)

Preparing to present at the 2024 4th International Conference of Transformative Education & Sustainable Development.

<https://www.actionresearch.net/writings/posters/indonesiangp23.pdf>

South Africa
North-West University – Community-Based Educational Research (COMBER)

<https://education.nwu.ac.za/comber>



Living Educational Theory Researchers & other educational-practitioner researchers developing educational, values-laden knowledge, theory, practice and opportunities that contribute to systemic change for the flourishing of humanity.

Find a kindred spirit by exploring the researchers' living-posters where they give a snapshot of their sites of practice and research. Follow the links into a group page to find links to the individual's living-posters.
(Use your back-button to return to this page.)

HOW to CREATE and SHARE your LIVING-POSTER...

Contact Jack Whitehead at jack@livingtheory.org for further information

<https://www.actionresearch.net/writings/posters/homepage2023.pdf>

International Educational Journal of Living Theories (EJOLTS)



<https://ejolts.net/>

Ireland
Network for Educational Action Research Ireland (NEARI)

<http://www.eari.ie/>



6. In conclusion



“What is the goal of education?” he would ask, “When all is said and done, we want [...] to grow up to be decent human beings, a ‘*mensch*’, a person with compassion, commitment, and caring.” (Ginnot, 1972, p.10) and help others to do so too (White, 2016)

Sentiments expressed in global contexts by universities and national leaders in:
The Magna Charta Universitatum <https://www.magna-charta.org/>

GE2050 The European Declaration on *Global Education* to 2050 <https://www.gene.eu/ge2050-congress>

We hope that at least something in the presentation has sparked something of use in your imagination of what you will do to improve what you are doing to improve the scholarship of teaching and learning with values of human flourishing – *and* help others do so too.

We hope you will critically and creatively engage with the educational knowledge others have generously made freely available to improve your own practice and research. We also hope you will contribute to the growth of diverse educational knowledges by sending your living-posters and submitting your accounts of your Living Educational Theory Research to EJOLTs and other journals – *and* help others do so too.



Educational Journal of Living Theories
<https://ejolts.net/>



<https://actionresearch.net/>