

Presentations for a symposium on, 'Post-professional Identities, ethics and response-ability beyond professional standards', at the International Professional Development Association Virtual Conference on, 'Imagining the post-professional: Identity, ethics and response-ability beyond professional standards.' 27th-28th November 2020 with: Jayne Colman – Glasgow Caledonian University; Joy Mounter – The Learning Institute, UK; Marie Huxtable – University of Cumbria; Jack Whitehead – University of Cumbria.

Abstract

The clarity of focus and originality are defined by the Living Theory research approach to professional adopted by all the contributors. The relevance is established by its close relationship to the theme of the conference. The coherence is provided by each contributor's analysis of their post-professional identity related to their ethics and response-ability beyond professional standards. The four contributors all accept the professional standards appropriate to their professional practice whilst going beyond these in a view of professionalism that includes their knowledge-creating contributions to their professional knowledgebases. The significance of this research is particularly relevant to the theme of researching creatively across disciplines and settings.

1) Jayne Colman - How am I Supporting Professional Development in Physiotherapy Educational Practice through Living Educational Theory research?

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Within Physiotherapy the value of professionalism is established against governing body standards (CSP 2019) and individuals establish their professional identity through successful registration with the Health and Care Professions Council [HCPC] (HCPC 2016). I am also holding myself to account for living as fully as I can the responsibilities of my role profile as a Lecturer in Physiotherapy. I will analyse how I am responding to these responsibilities:

To inspire learning and contribute to the enhancement of the student experience. To contribute support to the programme leaders and module teams in the development, delivery, assessment and administration of high quality learning and teaching for students on the MSc pre-registration, Doctorate in Physiotherapy pre-registration, BSc (Hons) Physiotherapy and Postgraduate Programmes. The role holder will also be encouraged to engage in scholarly activity and/or research and to help develop the profile of the subject area in Scotland, UK and internationally.

Jayne's Senior Fellowship Case Study:

<http://www.actionresearch.net/writings/ipda2020/jayneLETrsenfellowshipCaseStudy.pdf>

2) Joy Mounter - How do I contribute to enhancing professionalism in education through the creation and enhancement of the educational influences of a community of learners, supporting each other and their own development?

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The originality of my contribution to this symposium can be understood in relation to a contribution to the knowledge-base of education. It is grounded in the view of

professionalism that includes the responsibility of the professional educator to make a contribution to this knowledge-base through their practitioner-research. The context of my enquiry is my practitioner-research into explaining my contribution to the creation and enhancement of the educational influences of the communities of learners I belong to. These influences are focused on my professional practice as a teacher researcher, a Head teacher researcher, a higher education lecturer, MA course leader and educational researcher. The practice includes my leadership in designing a Living Theory Masters programme in values-led leadership, for successful University accreditation (Mounter, 2019). The explanatory principles in my explanations of my educational influences in communities of learners can be understood in terms of a relational epistemology that includes my ontological values as explanatory principles and standards of judgment. The constellation of relationally dynamic values includes nurturing responsiveness, making a difference, hope, equality, educational emancipation and democracy.

Joy's powerpoint slides on Living Professionalism:

<http://www.actionresearch.net/writings/ipda2020/joylivingprofessionalism.pptx>

Joy's notes to support the presentation:

<http://www.actionresearch.net/writings/ipda2020/joyipdanotes191120.pdf>

3) Marie Huxtable - How can I contribute to improving opportunities for practitioner-researchers to contribute to and benefit from a global educational knowledgebase whatever their location, discipline or field of practice from a Living Educational Theory.

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In this contribution I explore the question, 'how can I contribute to improving opportunities for practitioner-researchers to contribute to and benefit from a global educational knowledgebase whatever their location, discipline or field of practice from a Living Educational Theory research perspective?' (Huxtable & Whitehead 2020)

I consider 'what' distinguishes educational knowledge, 'why' it is created, 'who' should contribute to and benefit from a global educational knowledgebase and 'how' it has been created and communicated to:

- (i) Contribute to and benefit from a global educational knowledge base.
- (ii) Participate in intellectual and scholarly educational discourses;
- (iii) Connect with others of a like mind who are also developing educational knowledge, theory, practice and opportunities that contribute to the flourishing of humanity.

4) Jack Whitehead - How am I creating a living-educational-theory from questions of the kind, 'how do I improve my practice?' 30 years on with Living Educational Theory research.

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<http://www.actionresearch.net/writings/ipda2020/jackipda2020forsymposium171120.pdf>

This contribution offers an introduction to a Living Theory research approach to enhancing professionalism in education. Education research is distinguished from educational

research in enhancing professionalism in education. Digital visual data is included to communicate the meanings of educational practices and educational relationships. These data are included to show how to clarify and communicate the meanings of the embodied and ontological values of professionals . These values are used by professionals as explanatory principles and standards of judgment in explanations of educational influences in their own learning, in the learning of others and in the learning of the social formations that influence practice and understandings. Evidence is provided, from universities around the world, that living-educational-theory accounts, understood as valid, values-based explanations of educational influences in learning, have been recognised as contributing to global, professional knowledgebases. The paper offers an interim conclusion with projections into a future influenced by a global movement of Living Educational Theory researchers.

References

CSP (2019) *Code of Members' Professional Values and Behaviour*. London; Chartered Society of Physiotherapy.

HCPC (2016) *Standards of Conduct, Performance and Ethics*. London; Health and Care Professions Council.

Huxtable, M. & Whitehead, J. (2020) Enhancing educational influences in learning with a Living Theory approach to Pedagogical Action Research in Higher Education. *Educational Action Research* (in press)

Mounter, J. (2019) *MA in Values-led Leadership*. Retrieved 23 May 2020 from <https://www.learninginstitute.co.uk/mavalues>

Whitehead, J. (2019) Creating a living-educational-theory from questions of the kind, 'how do I improve my practice?' 30 years on with Living Theory research. *Educational Journal of Living Theories*, 12(2): 1-19.