

Accepting Educational Responsibility

Educational practitioners accepting educational responsibility for their own professional development. Teacher Standards are the minimum requirement to qualify as a teacher, but by accepting educational responsibility practitioners continue their professional development creating their own personalised career path. This takes the form of researching their practice as they draw on their values to define their educational influences in learning.

Living Professionalism

- Accept educational responsibility
- Undertake practitioner educational research
- Refine their values as explanatory principles and standards of judgement
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Research Communities of Intellectual and Scholarly Educational Discourse

Networked Peer Validation Group focused on exploring the living-educational-theory research methodologies, research data and analysis by educational practitioners through intellectual and scholarly discourse. This supports the ability of educational practitioners to articulate, summarise and test the legitimacy of their claims to knowledge, this should not only be expected at PHD level.

-Educational Community

A group of educational practitioners or students undertaking research which is defined by their values as they look at their practice through their educational influences in learning.

-Intellectual and Scholarly Educational Discourse

Understanding and reasoning of educational issues, research and data ensuring validity and rigour.

Living Professionalism

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Introduction

This paper offers an aspect of my Living Educational Theory PHD research which focuses on challenging orthodoxies and new imaginings of professional development of educational practitioners researching their teaching and learning. Professionalism and professional development are explored in terms of Living Professionalism.

The paper is organised as follows:

- Limitations of current orthodoxies
- Living professionalism

- Imagined possibilities
- Conclusion

Limitations of Current Orthodoxies

Current orthodoxies dictate the minimum standards teachers are expected to achieve to graduate Initial Teacher Training before demonstrating the application of these standards in their practice to gain full qualified teacher status. Competencies and behaviours training highlighted from the Teachers Standards for England (DfE,) are reflected in the continual professional development training often grounded in research-based practice.

Research-based because the focus is often designated by OFSTED and the Government not from an individual practitioner's living-contradictions a term defined by Whitehead in 1989 or career development. This is a Given Curriculum of continual professional development. INSET – Inservice training, staff meetings and courses all developing competencies and behaviours to closer meet or ultimately exceed Government targets. This professional development supports the academic argument of research-based practice, so prevalent in current research. Best practice identified by academic scholars who present their research at conferences, published in academic journals informing teacher professional development.

Limitations in research include Macbeath (2014) and Clayton et al (2017) who link professional development and school improvement, describing how this can narrow the focus of Continual Professional Development to measurable outcomes, defined by OFSTED or the government.

My PHD research explores the current orthodoxies but focuses on the future and solutions of imagined possibilities.

My imagined possibilities for the future of the profession have clarified through my research journey. Once I had understood the aspects of professionalism, I believe are intrinsic to committed and passionate teachers that stay in the profession, encapsulated in Living Professionalism, I needed a way to offer this as a complimentary form of professional development to the current Given Curriculum available. This Given Curriculum is also seen in the modules offered in Master's programmes offered by universities. Modules such as, coaching and mentoring, change management, made up of competency and behaviours. Sometimes a module will be included on values in education, but often not from a person perspective but a central perspective. I have developed, written and validated two Living Educational Theory Master's degrees which enable educational practitioners to explore and embed in their career path Living Professionalism.

Living Professionalism

The first step and key to Living Professionalism is for educational practitioners to make a commitment to accept educational responsibility for their own continuing professional development. Teacher Standards for example those in England (2016) should provide the minimum requirement to qualify as a teacher, but by accepting educational responsibility

practitioners plan and lead their continuing professional development creating their own personalised career path. This takes the form of researching their practice as they draw on their values to define their educational influences in learning.

Here rather than research-based practice supported by competency led continual professional development, and I use the term continual because it is a drip, drip of competencies and behaviours defined as best practice by academic researchers, I refer to continuing values-led practice. The lexical meaning of 'continual- forming a sequence in which the same action or event is repeated frequently', here the competency based continual professional development. Rather the term continuing, which I use instead is defined as, 'continuing- without a break in continuity; ongoing'. This is the form my continuing values-led research which informs my practice over the last 25 years, as a Living Educational Theory practitioner researcher. This difference is significant and a central aspect to my imagined possibilities.

Living Educational Theory research is a form of practitioner research that identifies those values a practitioner tries to embody in their practice and they use these as explanatory principles and standards of judgement in their research. This form of research Whitehead () defines as educational research, this definition is important, through their values practitioners examine their educational influences in their own learning, the learning of others and in social formations adding to the flourishing of humanity. When I use the term 'educational' this is the definition I am referring to.

In Living Educational Theory research, a central tenet as an educational practitioner-researcher is to be part of a global community of researchers. The educational research we offer reflects our values as a practitioner, our continuing drive to improve our practice and share internationally across our community of researchers. The world is smaller, by this I mean our ability to communicate and travel, but knowledge and how it is seen and valued still varies greatly. We have already mentioned this whilst highlighting research-based practice and the hold of academic researchers. One of my core values is knowledge equality and knowledge democracy. My research as a practitioner is often not as valued as academic research and I should guide my practice by the expertise of academic researchers. We have a long way to go to achieve knowledge equality and democracy.

With this in mind, I believe we should create a set of International Teacher Research Standards to inform professionalism and continuing professional development. As a Living Educational Theory researcher, I focus **not** only on reflecting on the educational influences in my own learning, but of others and social formations too through a lens of values-led practice. Core to this research methodology is the sense of community generated as we add to the educational knowledge-base and hence to the flourishing of humanity. This global perspective of knowledge equality and knowledgedemocracy can be captured in International Teacher Research Standards.

I am not saying continual professional development of competencies and behaviours is not necessary, it is, and I would define this as a Given Curriculum. A Curriculum for teachers designated by Government and OFSTED, influenced by best-practice academic research which I am trained in and apply in my own setting. I am just saying this is only one side of the coin, I explore the other through 'Living Professionalism'!

Educational practitioners accepting educational responsibility and creating their own professional path through undertaking values-led research are accepting responsibility for their own Living Professionalism. Practitioners embrace a research methodology which draws on their values as standards of judgement as they research their educational influences in learning.

A Living Educational Theory research methodology requires a Research Peer Validation Community of intellectual and scholarly educational discourse, both locally for researchers but also connected nationally and internationally. A network of a Peer Research Validation Community focusing on exploring the living-educational-theory research methodologies, research data and analysis of fellow educational practitioners through intellectual and scholarly discourse. This supports the ability of educational practitioners to articulate, summarise and test the legitimacy of their claims to knowledge, which should not only be expected at PHD level. For clarity when I refer to this type of educational community, I mean a group of educational practitioners and students/ pupils undertaking research which is defined by their values as they look at their practice through their educational influences in learning.

Here in slide 9, I summarise the aspects of Living Professionalism I have covered.

Imagined Possibilities - Living Educational Theory Research Master's Degrees

Through my Living Educational Theory research over the last twenty years I have embraced my Living Professionalism, I have looked at my educational influences in my own learning and in the learning of others through researching with my pupils, co-creating knowledge. Finally, through my educational influences in social formations I have written two Living Educational Theory Master's Degrees underpinned by Living Professionalism.

These new Master's degrees provide a space for educational practitioners to accept educational responsibility for their Living Professionalism and reflect on the values that form the basis of their practice and vision for themselves as a leader within education. The modules within the MA Values-led Leadership and MA: Values-led Leadership enable practitioners to research their educational influences in their leadership practice and to contribute to leadership knowledge, skills and professionalism, whilst developing and understanding their social-ontological epistemological values. These values are used as explanatory principles and standards of judgement in their contributions to leadership knowledge. Living Educational Theory research incorporated within the modules supports

research as students offer their own living-educational-theories as an explanation of their educational influences to the educational knowledge-base (Whitehead, 2010).

The innovative focus of the programme has an emphasis on asking, researching and answering questions of the kind, 'How do I improve my leadership practice?' The Master's offers a focus on generating and sharing values-led explanations of the educational influences of leadership practice in the learning of self, learning of others and in the communities within which the leadership practice is located. MA students will act as a Research Peer Validation Community of intellectual and scholarly discourse. At present the Master's courses are offered from our main centre in Cornwall, but within the next year will be validated for live online delivery, encompassing the international element of Living Professionalism.

Conclusion