

Leadership for professional learning with Living Professionalism & Living Educational Theory Research.

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'Leadership for Professional Learning: Educators and
Professionalism in Turbulent Times'. on July 18-19, 2024

The Dilemma

- Organisational definitions of professionalism such as that used by The College of Teachers (Müller and Cook, 2024) differ from our Living Educational Theory Research approach to enhancing professionalism (Whitehead, 2024)
- Müller L. M. and Cook, V. (2024) Revisiting the notion of teacher professionalism: A working paper. London: Chartered College of Teaching. Retrieved from https://chartered.college/wp-content/uploads/2024/05/Professionalism-report_2-May.pdf
- Whitehead, J. (2024) International Teaching and Learning and Technology Enhanced Learning with a Living Educational Theory Research Approach to Professional Development. Retrieved from <https://www.actionresearch.net/writings/jack/jwedgehill070624.pdf>

The Question

- **The question for participants in this session is:**

What do you need from us to experience Living Educational Theory Research as a form of your continuing professional learning and development?

Symposium Proposal:

This research is focused on explorations by professional educators of their contributions to enhancing the flow of values of human flourishing through the development of their Living Professionalism with Living Educational Theory Research, in contributing to sustainable professional educational learning cultures.

The original contribution of this research is focused on a view of Living Professionalism that clarifies and communicates a new living standard of judgement of teacher professionalism as an explanatory principle in explanations of educational influences in the learning of social formations in professional learning cultures. (see <https://www.actionresearch.net/living/2024MounterPhd.pdf>)

It includes the design and accreditation of Masters programmes for the continuing professional development of teachers and a global perspective on values-led learning that is focused on the learning of master and doctor educators. The research is grounded in the acceptance by professional educators of their professional, educational responsibility to explore the implications of asking, researching and answering questions of the kind, 'How do I improve my professional practice with values of human flourishing?'. (see <https://www.actionresearch.net/living/living.shtml>)

It includes the generation and making public, of living-posters in the global homepage of living-posters at <https://www.actionresearch.net/writings/posters/homepage2023.pdf>.

It contributes to a new epistemology for the scholarship of teaching and learning. (see <https://www.actionresearch.net/writings/jack/flyerlet230524.pdf>)

Professional Educator:

Teacher, Deputy Head, Headteacher, Lecturer

- This research is focused on explorations by professional educators of their contributions to values-led practice, enhancing the flow of values of human flourishing;
- Through the development of their Living Professionalism;
- Incorporating Living Educational Theory Research;
- Creating sustainable professional educational learning cultures.

School-based Continual Professional Development

- Competency-based
- Target driven – Government, OFSTED
- Planned for whole school not necessarily my focus
- No input, Limiting, not inspiring or engaging
- Given Curriculum – knowledge & skills
- Leadership training the same-competency based

Move to Values-led Practice and Continual Professional Development:

- Accepting educational responsibility – making a difference that matters to people learning to flourish, helping others to do so too, contributing to the flow of values of human flourishing
- Co-researching with pupils-master’s CPD, “How can you write about learning without us?” see <https://www.actionresearch.net/writings/tuesdayma/joymounterull.pdf>
- Values as explanatory principles and standards of judgement in our research and practice
- Spirals – Research Method, living archive for adults and children.

As a Professional Practitioner:

As I am accepting educational responsible for developing my own personal career path and development:

- Researching my practice in a continual process to:
 - understand and improve what I am doing
 - Align more closely my values of human flourishing & practice
 - enhance my educational influences:
 - in the learning of the social formation/s that form the context of my practice
 - in the learning of others who comprise it
 - in my own learning to flourish, help others to do so too
 - Contribute validated knowledge generated in research, to the growth of global educational knowledge

Living Professionalism: a new professional, values-led Teacher Standard of Professionalism

“... where educational practitioners accept educational responsibility for their own continuing, values-led, professional development. This includes teachers continually researching their practice to improve it, generating values-laden explanations of their educational influence in learning, contributing to the growth of a global educational knowledgebase.”

(Mounter, J. (2024) A Living Educational Theory Research Approach to Continuing Professional Development in Education. PhD thesis, Abstract)

Living Professionalism-Masters

MA: Values-led Leadership

- Living Professionalism clarifies and communicates a new global, living standard of judgement of teacher professionalism:
- Research led continual professional development – utilising Living Educational Theory Research & a practitioner's values
- Design and accreditation of unique MA: Values-led Leadership for the continuing professional development of teachers with a global perspective on professional learning that is focused on the learning of master and doctor educators.
- Research is grounded in the acceptance of educational responsibility, exploring the implications of asking, researching and answering questions of the kind, 'How do I improve my professional practice with values of human flourishing?'.

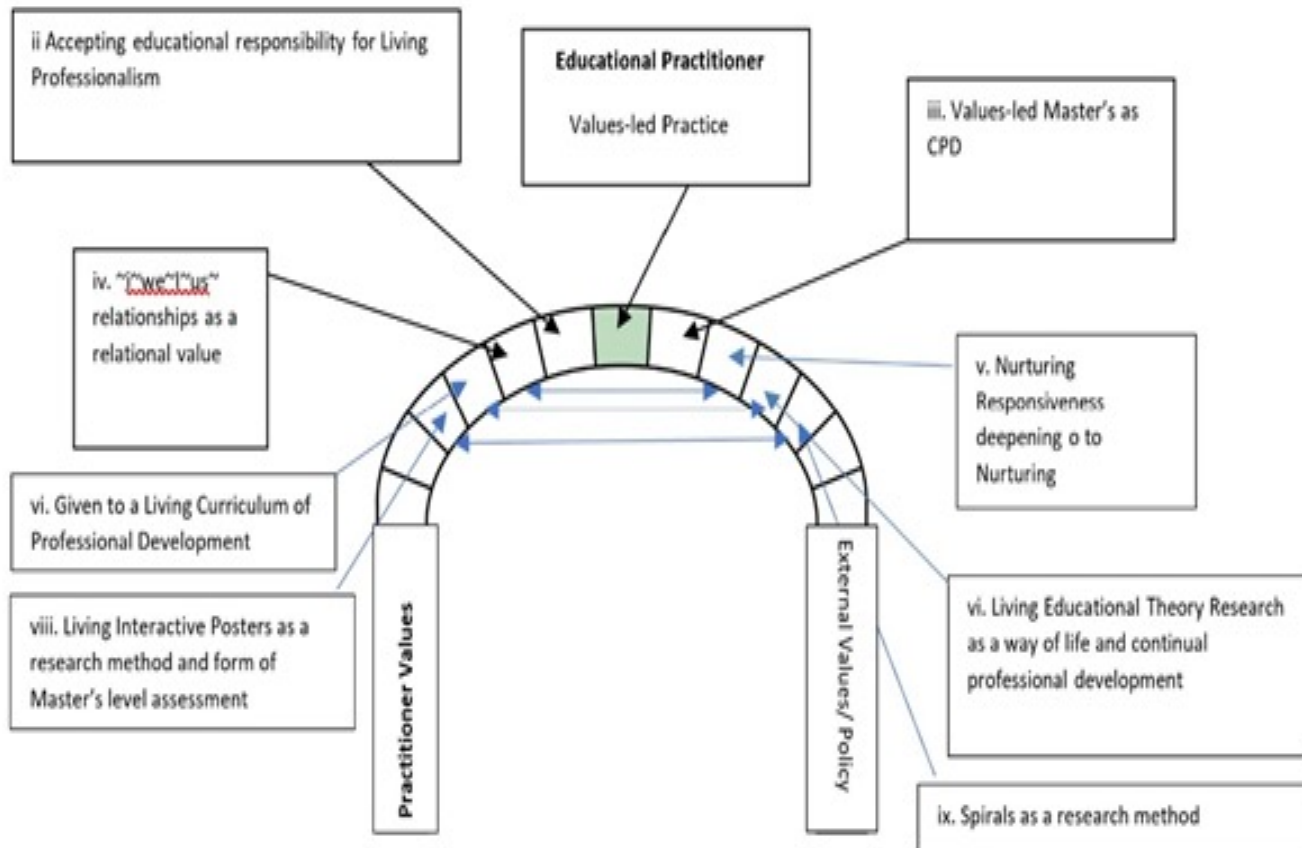
Living Professionalism:

New Global, Values-led Teacher Standard of Professionalism

1. Accepting educational responsibility for personalised career development
2. Values-led educational practice clarified through research as continuing professional development, using a Living Educational Theory Research methodology
3. Membership of an international research, Peer Validation Group of intellectual and scholarly discourse
4. Given-curriculum of professional development comprising skills and knowledge defined by professional standards and Government targets
5. Educational practitioners and students/ pupils co-creating values-led explanations of educational influences in their own learning, the learning of others and in the social formations they are part of
6. Clarifying values that contribute to the flourishing of humanity and a global social movement
7. Creating a reflective record of their research and developing living curriculum in Spirals, a requirement to contribute to the educational knowledge base – publish living-educational-theory-research papers– EJOLTs-educational Journal of Living Theories, present at conferences
9. Knowledge equality and knowledge democracy
10. Study for a values-led Master's Degree with Living Educational Theory Research

Keystone Diagram: A Relational Dynamic

An illustrative representation of the relational dynamic between my original contributions:



Living Educational Theory Research

- Professional practitioners ask, research and answer questions of the kind, ‘How do I improve my professional practice with values of human flourishing?’
- Professional practitioners identify where they experience:
 - themselves as a living-contradiction in their practice and/or
 - where they experience their values contradicted by others and/or
 - Experience their values contradicted by the social formation which forms the context of their professional practice
- Their research is informed by what they do to resolve the tensions of experiencing themselves as a living-contradiction and/or or their values contradicted by others or context
- In the process of their research they clarify their embodied meaning of their professional practitioner values of human flourishing
- They draw on their values to explain why they do what they do and as their standards of judgement in improvement in their practice
- They test the validity of their knowledge claims by submitting them to a peer validation group and publishing in peer reviewed journals
- The validated account of their research contributes to the growth of a global educational knowledge-base all may benefit from

New MA: Values-led Leadership with Living Educational Theory Research

A creative and personalised values-led research master's degree, utilising Living Educational Theory research.

MA: Values-led Leadership:

- **Year One: Research Design and Professional Enquiry**
- **Year Two: Values-led Leadership and Leading Change**
- **Year Three Dissertation (double module)**

Developed by Joy Mounter, accredited by Newman University, UK.



Educational Journal of Living Theories

Values-led research for systemic change, which contributes to the flourishing of Humanity.

- At the heart of Living Educational Theory Research is the realisation in practice of humanitarian and life-enhancing values, which contribute to bringing into being a safe, peaceful world where humanity flourishes .
- The Educational Journal of Living Theories (EJOLTs) publishes valid accounts of living-educational-theory research created by practitioner-researchers working in a wide range of global, social, cultural and professional contexts.
- EJOLTs provides unique and enriching opportunities for professional practitioners to share their research and expand their knowledge of educational influences in learning, with the potential to contribute to the growth and betterment of our individual and collective humanity.

See <https://ejolts.net/node/394>

Examples from EJOLTs

- Kahts-Kramer, S. (2024) From “participation” to “transformative participation”: My living-educational-theory of Facilitating Transformative Continuing Professional Development. Educational Journal of Living Theories, 17: 1-27. Retrieved from <https://ejolts.net/node/394>
- Sebele, F., Wood, L. & du Toit, A. (2023) My living-educational-theory of Place-Based Learning as a means to move towards a more socially just pedagogy in teacher education. Educational Journal of Living Theories, 16: 49-68. Retrieved from <https://ejolts.net/node/398>

Living-Posters

The generation and making public, of living-posters in the global homepage at:

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

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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...

Living Educational Theory research

- Jack Whitehead's website
- Resources

Click here to go to 'work-in-progress' living-posters directory & archive

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

Indian Research Group

Nelson Mandela University, SA Research Group

North West University, SA Research Group

Durban University of Technology, SA Research Group

Kenyan Universities Research Group

Indonesian Transformative Education Research Group

Edge Hill University UK Research Group

NEARI - the Network of Educational Action Researchers in Ireland

Educational Studies Association of Ireland Values-based Practitioner Action Research Special Interest Group

University of Cumbria, UK Research Group

UK Conference, Sept 2022 values-led research methodology interest group

Living Educational Theory research post-doctoral group

More Educational-Practitioner Researchers

BARN: Blackwater Action Research Network Canada

Common Cause Research Gp

Salisbury Democracy Cafe UK

Western Sydney University group

Mongolian National University of Education group

Malaysian Research Group

EJOLTS - Educational Journal of Living Theories An international peer reviewed journal

Monograph – Living Educational Theory Research as an epistemology for practice: The role of values in practitioners' professional development

This book explores a value-based research methodology, Living Educational Theory Research (LETR), which aligns a values-based approach with key tenets of professional development to inform and inspire future educators' practice.

Examples of leadership for professional learning with Living Professionalism & Living Educational Theory Research.

... (It) contributes to a new epistemology for the scholarship of teaching and learning. See

<https://www.actionresearch.net/writings/jack/flyerlet230524.pdf>

... Continuing Conversations

... connect, conversations, ideas, questions or send living-poster to

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