

**Symposium to be presented at BERA 2024 at the University of Manchester 8-12
September 2024.**

**Margaret Wadsley, Joy Mounter, Marie Huxtable and Jack Whitehead – University of
Cumbria.**

**Generating an epistemology for educational research from the responsibility of educators
and educational researchers to research their own professional development.**

Overview

This symposium presents an epistemology for educational research that is grounded in an educator's and educational researcher's professional responsibility for their own professional learning and development in inquiries of the kind, 'How do I improve my educational influences in my professional practice with values of human flourishing?' The unit of appraisal is the individual, professional practitioner's explanation for their educational influences in their own learning, in the learning of others and in the learning of the social formations within which their practice is located. The standards of judgement include the unique constellation of values the practitioner uses to define their values of human flourishing. The living logics of their explanations include insights from dialectical and propositional logics.

- 1) Understanding and explaining the dynamics of educational influence as a dialectic/dialogic process of mutual practice improvement within the supervisory relationship. How I come to a compassionate, in-depth understanding of improving my practice as a clinical supervisor through a theory of 'Freedom from Fictions with Compassion'. Margaret Wadsley, University of Cumbria.**

<http://www.actionresearch.net/writings/jack/bera2024/wadsleybera2024symp.pdf>

The methodological inventiveness of Living Educational Theory provides a vehicle for this research. The methodology's integrity unifies a coherent, yet creative assemblage of methods compatible with the socially just principles of Living Educational Theory and Adlerian Psychology. It draws on, poetry, stories, artwork, Rich Pictures, reflexive explorations, and digital visual relational evidence within the supervisory relationship. I produce evidence of educational influence as a process of mutual learning and improvement within my supervisory relationships. The unique evidence-based contribution my living-educational-theory of "encouraging-challenge" makes, goes beyond contemporary research and expertise development models. Integrating Living Educational Theory's use of "living contradiction" with the Adlerian concept of the fictitious goal sheds new light on how to transform therapeutic impasse, creating a challenge to established practice.

2) A Living Educational Theory Research Approach to Continuing Professional Development in Education. Joy Mounter, University of Cumbria.

<http://www.actionresearch.net/writings/jack/bera2024/joy sympbera2024.pdf>

Slides for Joy Mounter's presentation with voice over:

<http://www.actionresearch.net/writings/jack/bera2024/joy slidesbera2024.pptx>

Access to Joy Mounter's 2024 Doctoral Thesis on 'A Living Educational Theory Research Approach to Continuing Professional Development in Education' at:

<https://www.actionresearch.net/living/2024MounterPhd.pdf>

The originality of this research is in the definition of Living Professionalism as 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. An analysis of literature on Living Educational Theory Research, reveals a limitation in the explanations of educational influences in learning across social formations. My explanatory principle of ~i~we~l~us~ relationships is proposed to highlight and transcend this weakness. A Keystone Diagram holds the practitioner and values-led practice at the centre.

3) How am I contributing to the development of education, research and pedagogical practices with values of human flourishing. Marie Huxtable, University of Cumbria.

<http://www.actionresearch.net/writings/jack/bera2024/mhbera2024symp.pdf>

The research aim is to contribute to the development of education, research and pedagogical practices with values of human flourishing by teacher and teacher educators "to ensure that education truly transforms lives in the world" (Education 2030 Incheon Declaration, p.70). The theoretical framework integrates insights from educational theory and research, positive and social psychology and values-led practitioners' theories and research. It provides the basis of an argument, with evidence, which justifies teachers adopting a Living Educational Theory Research (Whitehead, 1989, 2018) approach to their continuing professional development (CPD). By using this approach teachers develop forms of educational research that are inclusive, equitable and promote lifelong learning opportunities for all. Notions of social validity (e.g. Habermas, 1976) and rigour (e.g. Winter (1989) are drawn on to evaluate and improve the effectiveness of Living Educational Theory Research as CPD. The conclusion draws on papers published 2008-2023 in the Educational Journal of Living Theories (<https://ejolts.net/>) and Masters and Doctorates accessible from <https://actionresearch.net/>.

4) **How am I contributing to Living Educational Theory Research as an epistemology for practice with values of human flourishing.** Jack Whitehead, University of Cumbria. Click on:

<http://www.actionresearch.net/writings/jack/bera2024/jwsympbera2024.pdf>

This paper makes an original contribution to knowledge. In making explicit the units of appraisal, standards of judgement and living logics of the explanations for educational influences in learning of professional practitioners, who are realising their responsibilities as global citizens. It offers an academic justification for professional practitioners, exploring the implications of asking, researching and answering questions of the kind, 'How do I generate valid contributions to the growth of a global academic, intellectual and scholarly knowledgebase for the flourishing of Humanity?'; addresses differences in cultural values and influences around the world (Brown, 2021). These differences are acknowledged and integrated within original contributions to educational knowledge. These are exemplified by Living Educational Theory Research accounts, which have been academically legitimated by universities throughout the world; offers an original vision of professionalism that is values-led, through adopting a Living Educational Theory Research approach to continuing and continual professional development.

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