

Whitehead, Jack ORCID: <https://orcid.org/0000-0002-9644-0785> (2013) How do I contribute to enhancing the flow of values that carry hope for humanity in personal, professional, local and global contexts and generate educational knowledge? CARN Bulletin, 16 . pp. 33-36. Paper also presented at the CARN conference held in Cambridge, UK on 5-7 November 2010.

How do I contribute to enhancing the flow of values that carry hope for humanity in personal, professional, local and global contexts and generate educational knowledge?

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In this presentation I explained that I have spent much of my professional life in education as an educational action researcher contributing to educational knowledge through the generation and testing of living educational theories. I take a living educational theory to be an individual's explanation of their educational influence in their own learning, in the learning of others and in the learning of the social formations in which we live, work and research. At the heart of these explanations are the value-laden practical principles that an individual uses to give meaning and purpose to their life. These explanatory principles become the standards of judgment for evaluating the validity of an individual's knowledge-claim in their living educational theories.

Just as the ideas of others are continuing to influence my own learning, so some original contributions from my research programme in living educational theories are influencing others. I presented four of these ideas:

1. Each individual can generate their own living educational theories as explanations for their educational influences in their own learning, in the learning of others and in the learning of the social formations in which we live and work in education enquiries of the kind, 'How do I improve what I am doing?'
2. The 'I' in the above question exists as a living contradiction in the sense of holding together the values that give meaning and purpose to their existence with their experience of their negation. I advocate the use of self-studies of videotapes of practice to reveal oneself one's existence as a living contradiction.
3. The use of action reflection cycles seeks to clarify and evolve the meanings of the embodied ontological values of practitioners as these emerge in the practice of the inquiry, 'how do I improve what I am doing?' The action reflection cycles include experiencing concerns when values are not being fully realized in practice; imagined possibilities for improving practice with the choice of one possibility in an action plan; action; gathering data to make a judgment on the effectiveness of the actions; evaluation of effectiveness; modification of concerns, ideas and actions in the light of the evaluations.
4. At the heart of the originality is the explication of an educational epistemology with living standards of judgment, that include the **energy-flowing values** that constitute explanatory principles for why individual educators do what they do. This explication

includes the generation and use of a living theory methodology (Whitehead, 2008) with methodological inventiveness (Dadds and Hart, 2001) within an awareness of natural inclusionality (Rayner, 2006; 2010). Inclusionality is a relationally dynamic awareness of space and boundaries as continuous, connective, reflexive and co-creative. In the course of clarifying and evolving the meanings of energy-flowing values as they emerge in practice, they are transformed into epistemological standards of judgment for evaluating the validity of the knowledge claims in the living educational theories.

The following presentations document the evolution of my research programme since the 2010 CARN conference [all sites accessed 1 February 2013].

Accounting for Ourselves in our Living Educational Theories. Foundation Hour Presentation at Liverpool Hope University on 12th January 2011.

<http://www.actionresearch.net/writings/jack/jwlhufoundation120111.pdf>

Notes for a keynote to the 2011 Workshop on Alternative Research Paradigms at Covenant University, Nigeria, 14th February 2011.

<http://www.actionresearch.net/writings/jack/jwnigeria110211.pdf>

Relational dynamic framing for four presentations at the American Educational Research Association Conference, New Orleans, 8-12 April 2011.

<http://www.actionresearch.net/writings/aera11/jwframingaera2011.pdf>

Notes for a presentation to the 'Value and Virtue in Practice-based Research' Conference, York University, 1-2 June 2011.

<http://www.actionresearch.net/writings/jack/jwValuesandVirtue290511opt.pdf>

Multi-media narratives for research into the influences of educational leadership and professional learning. Bath Spa University, 7 June 2011.

<http://www.actionresearch.net/writings/jack/jwbathspa070611opt.pdf>

Research Workshop on the Transformative Education(al) Studies Project

<http://www.actionresearch.net/writings/southafrica/TESproposalopt.pdf>

The Mandela Day Lecture, 18 July 2011,

<http://www.actionresearch.net/writings/jack/jwmandeladay2011.pdf>

Mandela Day is a call to action for people everywhere to take responsibility for making the world a better place. On Mandela Day, people are called to devote just 67 minutes of their time to changing the world for the better, in a small gesture of solidarity with humanity, and in a small step towards a continuous, global movement for good. The significance of 67 is that Nelson Mandela spent more than 67 years serving his community. The evolution of my research programme into the development and influence of living educational theories is focused on enhancing the flow of values and understanding that carry hope for the future of humanity. I am fortunate that this research is consistent with a perspective of the Faculty of Education of Liverpool Hope University.

References

- Dadds, M and Hart, S. (2001). *Doing Practitioner Research Differently*. London: Routledge Falmer.
- Rayner, A. (2006). *Essays and Talks About 'Inclusionality'*.
<http://people.bath.ac.uk/bssadmr/inclusionality/> [accessed 1 February 2013].
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<http://actionresearch.net/writings/rayner/alanrayneralarakeynote0210opt.pdf> [accessed 1 February 2013].
- Whitehead, J. (2008) *How are living educational theories being produced and legitimated in the boundaries of cultures in resistance?* Cultures in Resistance Conference. 18-20 March 2008. Manchester.
<http://www.actionresearch.net/writings/jack/jwmanchester170308.htm>