

Hi Marie – here is my response of the 30th March 2020 to the two questions below that you asked on the 29th March 2020.

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To: Jack Whitehead

Sun, 29 Mar at 21:36

Hi Jack

I have been thinking and I realise I have two questions:

The first question I have asked you and you said you would write tomorrow - I want to see your research through your eyes, to understand from where you are with your own particular research programme.

I have posted much of the following note in my page on the web-site created by Rachael Burgess to support the Living Educational Theory research gathering on the 27th June 2020 see -

<http://www.spanglefish.com/livingtheoryresearchgathering/index.asp?pageid=708137> .

Rachael asked for contributions that focus on our own Living Theory research and that explain what is motivating us in sustaining our commitment and enthusiasm to continue contributing to Living Theory research. I'm hoping that this helps you to see my research through my eyes, to understand from where I am with my own research programme.

You can access my writings since 1976 from:

<https://www.actionresearch.net/writings/writing.shtml> with my latest publication:

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. Retrieved 18 March 2020 from <https://www.actionresearch.net/writings/jack/jwejolts2019.pdf>

My original idea of a living-educational-theory is that it is an individual's explanation of their educational influences in their own learning, the learning of others and in the learning of the social formations that influence practice and understanding. Living Theory research refers to the conceptual framework that enables a living-educational-theory researcher to locate their research within the Living Theory tradition.

In relation to our Living Theory research gathering hosted by Rachael on the 27th June 2020 I am focusing on enhancing my educational influence in contributing to spreading the influence of Living Educational Theory research as a global social movement with values of human flourishing.

At the heart of my understanding of this contribution is my relationally dynamic awareness and understanding of myself, my 'I' in my relationships with yourself and other Living Theory researchers that evokes and sustains my life-affirming energy and values of human flourishing. Giulia recently introduced me to Alex Honneth's ideas on the 'I in the We' and I have some understanding of Joy's idea of '~i~we~I~us~ relationships.

In five sites of my present practice I am asking, researching and answering my question, 'How do I improve what I am doing?' in relation to my practice in enhancing my educational

influence in contributing to spreading the influence of Living Theory research as a global social movement with values of human flourishing.

- i) Virtual conversations in the post-doctoral Living Theory group
- ii) Virtual conversations in the Living Theory research support group that usually take place on Sundays at 13:30 and 20:00 UK time.
- iii) The Breakfast Café Conversation group that usually meet face-to-face on Friday mornings between 8:00-9:00 at the Carers' Centre in Bath (We are now meeting, from 20th March 2020, virtually because of the closure of the Centre because of the coronavirus pandemic);
- iv) The Adlerian Living Theory support group that usually takes place virtually between 20:00 and 20:30 on Tuesday evenings.
- v) The Editorial Board of the Educational Journal of Living Theories that usually meet virtually between 13:00-13:30 UK time on Sundays.

When I focus on improving my practice I am aware of two foci. The first is my practice within the conversations as we respond to each other in supporting each other to move forward our enquiries. The second is my practice as an academic researcher in which I am seeking to make (original) contributions to educational knowledge. I am seeking to respond to both foci below. I address these two foci in answering your second question and sub-questions below.

Here are images and urls for extracts from conversations of the 15th, 20th and 22nd and 23rd March 2020. I have already posted much of this writing in the web-site that Rachael has set up for our Living Theory research gathering of the 27th June 2020 at <http://www.spanglefish.com/livingtheoryresearchgathering/index.asp>. In responding to your questions below I shall explain the significance of the conversations in the generation of my own living-educational-theory. If you click on the above url you will see Living Global Citizenship in the left-hand menu. I have contributed some thoughts in this space.

Five sites of my practice for research

- 1) **Post-doctoral Living Theory conversation on the 15th March 2020** with (from left to right) Marie Huxtable, Mairin Glenn, Judy McBride, Brian Williamson, Brian Jennings, Liz Campbell and Jack Whitehead. Other participants include Jacqueline Delong, Arianna Briganti and Robyn Pound.



19:54 minute video https://youtu.be/On0B_M7FsgM

- 2a) **Living Theory support group conversation on the 15th March 2020** with (from left to right) Giulia Corozzi, Marie Huxtable, Paula Shore, Margaret

Wadsley, Sonia Hutchison, Joy Mounter and Jack Whitehead. The two images below show that participants can change.



2b) Living Theory support group conversation on the 22nd March 2020 with (from left to right) with Sonia Hutchison, Giulia Corozzi, Paula Shore, Margaret Wadsley, Marie Huxtable, Kaz Birk, Joy Mounter, Jack Whitehead.



20:13 minute video <https://youtu.be/VzQuNGpJ8Lk>

3) Friday Morning Breakfast Café Conversation on the 20th March 2020 with Rachael Burgess, Marie Huxtable, Robyn Pound, Sonia Hutchison, William House and Jack Whitehead (Shelagh Hatreed is participating but only with sound, Donna Gaywood and Andy Henon also participate)



12:30 minutes <https://youtu.be/Tb12oLudHiw>

4) The Living Educational Theory Adlerian support group on the 23rd March 2020 with, (from left to right) Robyn Pound, Margaret Wadsley, Marie Huxtable, Sonia Hutchison, Rosemarie White, Carmen Tamas and Jack Whitehead.



5:46 minutes <https://youtu.be/lcoLipc24eg>

- 5) **The Educational Journal of Living Theories (EJOLTS) Editorial Board Meeting on the 29th March 2020 with, from left to right, Marie Huxtable (Chair), Moira Laidlaw, Pete Mellett, Mairin Glenn, Jacqueline Delong and Jack Whitehead.**



31:19 minutes <https://youtu.be/G3ajTodfwRM>

As a member of the editorial board of EJOLTs I share a desire to support the commitment and scope of EJOLTS (<https://ejolts.net/>)

The Educational Journal of Living Theories (EJOLTS) is committed to publishing [living-educational-theory](#) (often shortened to living-theory) accounts of practitioner-researchers from a wide range of global, social, cultural and professional contexts. We welcome submissions from all Living Educational Theory (often shortened to Living Theory) researchers who wish to contribute rigorous and valid accounts of their [living-theories](#) to improving educational knowledge. EJOLTs offers distinctive, stimulating opportunities for creativity, learning and spreading knowledge of educational influences in learning; learning which carries hope for the flourishing of our individual and collective humanity.

The journal focuses on the living-theories of practitioner-researchers. Researchers generate their living-theories as their values-based 'explanations for their educational influences in their own learning, the learning of others and the learning of social formations' ([Whitehead, 1989](#)) in the process of researching questions such as, 'How do I improve what I am doing'. The values at the heart of [Living Educational Theory research](#) (often shortened to Living Theory research) are the life-enhancing values that are relational and ontological, in the sense that they give meaning and purpose to the lives of individuals and groups. They are values that carry hope for the future of humanity, such as love, freedom, justice, compassion, courage, care and democracy.

To [learn more about Living Theory research watch this video](#), and visit and join the conversations in the [EJOLTS community space](#), and on EJOLTS Facebook and Living Theory Facebook group and [EJOLTS on LinkedIn](#).

We have recently worked together to produce the following guidance for authors and reviewers. I am using this guidance as a reviewer to ensure the quality of publications in EJOLTS.

March 2020 - Guidance for author's and reviewers' conversation in the open review space

We hope author/s, reviewers (and members of the EJOLTS community) will work together through dynamic educational discussions in an atmosphere of mutual learning in the open review space to enable author/s to create papers that meet the criteria for reviewers to recommend the Editorial Board accept them for publishing in EJOLTS. This summary of the criteria is offered as a facilitating tool. (Change spacing and font size to suit.) Each reviewer is responsible for advising the Chair of the Editorial Board when, in their opinion, a paper meets all the publishing criteria.

| Publishing criteria | Notes to help focus author on what needs addressing. |
|---|--|
| Is of a high academic and scholarly quality. By this we mean you show a reasonable and well-reasoned argument and that you have creatively and critically engaged with the thinking of others. | |
| Clearly includes the distinguishing qualities of a Living Educational Theory methodology and/or the contribution it makes to the field of Living Theory research. | |
| Is potentially comprehensible to an audience interested in extending their knowledge of the transformational possibilities of Living Theory research | |
| Can be understood by practitioners from diverse fields of practice and research | |
| Has sufficient evidence to support all the claims that are made | |
| Communicates clearly how you have validated your knowledge claims so that the reader can share in that knowledge through the creative aspects of their own reading | |
| Provides sufficient details of the normative background of your research in terms of your socio-cultural, historical, economic and political contexts, and inter-personal relationships for your research to be understood. | |
| Has sufficient detail for the reader to know enough about you and your co-authors or researchers to understand what you are saying and why. | |
| Is between 5,000 and 12,000 words long in total (including references and appendixes) | |

| | |
|---|--|
| Clearly written description and explanation in English of the context(s), purposes, processes and outcomes of the enquiry | |
| Ethical considerations and copyright requirements met | |
| Format guidance conformed with, proof and edit complete, including all references checked | |

Your second question how we can work together better to develop support for spreading understanding and practice of Living Educational Theory research which contributes to it becoming a social movement.

I find your sub-questions helpful in clarifying and focusing my attention on the different purposes in the above 5 sites of my/our practice. In your sub-questions I don't think I can answer your question about 'the purpose'. I've changed them to something I can answer which is 'my purpose'.

Your sub-questions:

- **what is my purpose in the postdoc SKYPE group?**

My purpose in participating in the post-doctoral SKYPE group is to continue to research my practice as I ask, research and answer my question, 'How do I improve what I am doing?' What I am doing is to contribute to enhancing the global educational influences of Living Theory research with value of human flourishing. In researching within a post-doctoral Living Theory research group I am seeking to improve my practice and to contribute to the educational knowledge-base with a living-educational-theory that explains my educational influences in my own learning, in the learning of others and in the learning of the social formations that influence my practice and understandings. I believe that researching within the post-doctoral living Educational Theory research group will enable me to clarify and evolve the relationally dynamic values and understandings that are necessary to enhance the global influence of Living Educational Theory research and to continue to make original contributions to Living Educational Theory research.

- **what is my purpose in the doc/predoc SKYPE group? (I think this will help us work together better so members of the group get out of it the best we can help them to take from it - which I think is to develop their knowledge and practice as doctoral students and their doctoral level research but I need to know whether that is what you see as the purpose of running the group. By the way - I was wrong when I said 'this is your group...' I don't mind if that is what you want it to be - I am very happy to just support with organising and bringing people to you but I need to know that is what it is otherwise we are going to irritate each other and confuse the group members - like tonight.)**

Your question has focused my attention on the recent advice we offered to Rachael Burgess as we responded together to her writings and request that we act, in our responding, as we would as doctoral supervisors. I am aware that we suggested that Rachael engages in an enquiry using the action-reflection cycles below. Your question prompts me to clarify my purpose in the pre-doctoral group. Perhaps we should them all to undertake an educational enquiry using the following action-reflection cycles from the Advanced Bluffers Guide at:

<https://www.actionresearch.net/writings/jack/95contents.pdf>

1.2 HOW DO I IMPROVE WHAT I AM DOING?

ACTION RESEARCH PLANNER FOR IMPROVING LEARNING

NAME WORKPLACE

Action researchers usually ask questions which are directed at improving the quality of their own practice, their understanding of their practice and the social context in which the practice is located. The action planner is usually organised through discussions which help to clarify the nature of the enquiry, 'How do I improve.....?', into questions of the form,

1) What is your concern/What do you want to improve?

2) What are your reasons for your concern?

3) What might you do to improve your practice?

4) How will you know that your practice has improved? How are you going to find out? ie;

What kind of evidence will you need to collect to enable you to make a judgement on the outcomes of your practice in terms of the quality of your own or teachers' and/or pupils' learning?

5) What kind of resources will you need to enable you to implement your plan?

I think I am clear about the purpose of the EJOLTs Ed Board SKYPE but maybe I should draft that out and check with you whether that is what purpose you see it serves - which relates to the purpose EJOLTs serves with respect to spreading Living Educational Theory research as a social movement.

This would be helpful and enable me to add a fifth site of practice to the four sites above.