

Conversation Café of 14 December 2013 on Chris Jones' doctoral research.

Here is the 39: 26 minute video at <http://www.youtube.com/watch?v=p8iE1hWXyK0> of our conversation café conversation on Chris' research programme. Chris gives a 12.00 minute introduction and there are responses from William, Robyn, Joao, Shelagh, Nigel, Marie and Andy, with Surrinder, Sonia, Jack and Lynn also present.

(Remember that with the application download helper with the Firefox browser, you can download a clip in seconds, playing in youtube, to your desktop and then open it in quicktime to move the cursor along the clip to the point you want to view it)

Chris provides us with her present understandings of what is happening with Special Needs, especially on the implications of the changes from 'Statements' to 'Education, Health and Care Plans' in which the child and the family at the centre. At 7:32 Chris talks about a claim in her research that there is a culture of empowerment in the workplace. As I reflect on my experience of the café conversation I recognise that I am within a culture of inquiry within which individuals are making responses to Chris and her doctoral inquiry.





The images help me to recall the flow of the conversation with the unique contributions from each individual. I'm still wondering about the desirability/usefulness of developing a shared language in explaining our educational influences in learning. Keith Kinsella introduced me to the ideas of 'presencing empathetic responsiveness' and 'presencing development opportunities'. Sardello introduced me to the idea of 'empathetic resonance' and Marie introduced me to the idea of 'living boundaries' and 'living-theory-praxis'. Nigel, with Jacqueline Delong, Liz Campbell and Cathy Griffin (I've helped to produce the December 2013 issue of the Educational Journal of Living Theories with Jackie, Liz and Cathy), have highlighted for me the importance of recognising, being receptive to and responding to 'vulnerability'.

I'm suggesting that the video shows that Chris is communicating to us, in a form of knowledge-transfer, her understandings of the present, changing context of special needs education. I'm suggesting that we are all contributing to the creation and evolution of a culture of inquiry in that Chris is providing a focus for creative responses to assist with the development of her writings and research programme. At 38:34 minutes with some 51 seconds to go I think that Andy brings something new into the conversation with a question that focused on the person who is at the centre of the 'team's practice'. Andy asks 'how is the person going to influence the team's practice'. This question seemed to bring something new into our conversation. We had been considering how Chris might evaluate the influence of the team in the life of the individual. Andy's question highlights the possibility that one way in which the team could evaluate its effectiveness/influence would be to evoke, listen and respond to the individual who is at the focus of the team's care and activities.

I'm wondering if it is useful to describe Andy's contribution as 'presencing a developmental opportunity' for Chris? I'm wondering if everyone's response, as shown on the video, can be appropriately describing as 'presencing empathetic responsiveness' to Chris and her inquiry? I'm also wondering if this café conversation is expressing not only a 'culture of inquiry' but also a 'culture of empowerment'?

Love Jack – 14 December 2013.

