



Identifying and Meeting the Professional Needs of Teachers with Living Educational Theory Research

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The purpose of this presentation



1. To introduce you to Living Educational Theory Research
2. To show you how Living Educational Theory Research has enabled contemporary teachers working in diverse contexts to realise their values-laden responsibilities as professional-practitioners to contribute to learning with values of human flourishing
3. To motivate you to explore the use of a Living Educational Theory Research approach to identify and meet your professional needs as a contemporary teacher and provide you with links to communities of practice and resources to support you



Abstract



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A Living Educational Theory Research approach to professional development is used by professional-practitioners to research their practice to understand and improve it, and generate evidence-based, values-laden, explanations 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 conference questions, about teachers' expectations, their satisfaction levels, and the consequences of unmet needs, provide a framing for the discussion.

The importance of recognising the relationship between a teacher's embodied professional values of human flourishing, the contextual pressures they experience, and how they can productively work with those tensions to improve education, is highlighted.

Research accounts are drawn on to illustrate how this approach helps educators in Europe, and worldwide, to identify and meet their professional needs, and help others do so too.

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What gives teachers satisfaction – making a positive difference to people’s lives – not only the ability of people to economically prosper but also their ability to live humanely, satisfying, productive worthwhile lives, help others do so too and contribute to Humanity flourishing as a benign presence in the world.

- Joy Mounter (UK) – educator - *‘A Living Educational Theory Research approach to professional development’*
<https://www.actionresearch.net/living/2024MounterPhd.pdf>
- Samantha Kahts-Kramer (South Africa) – Higher Education lecturer and educator - *From “participation” to “transformative participation”: My living-educational-theory of Facilitating Transformative Continuing Professional Development.* <https://web-cdn.org/s/1445/file/node/17-1.pdf>
- Swaroop Rawal (India) – educator – *‘The Role Of Drama In Enhancing Life Skills In Children With Specific Learning Difficulties In A Mumbai School: My Reflective Account’* <https://www.actionresearch.net/living/rawal.shtml>
- Sadruddin Bahadur Qutoshi (Pakistan) – teacher educator. His doctorate on *‘Creating Living-Educational-Theory: A Journey Towards Transformative Teacher Education in Pakistan’*, awarded in 2016 by the University of Kathmandu, Nepal <https://www.actionresearch.net/living/sadruddin.shtml>



For resources and support visit



<https://actionresearch.net/>



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to add to those on:
the living-posters home page on

<https://actionresearch.net/>

Living Educational Theory researchers and networks developing educational knowledge, theory, practice and opportunities that contribute to 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 to find those in a group and/or network as well as those below. Use your back-button to return to this page.

HOW TO CREATE and SHARE your LIVING-POSTER...

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