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ATEE
Association for Teacher Education in Europe

BOOK OF ABSTRACTS

ATEE Spring Conference 2024

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Edited by Nicole Bianquin and Francesco Magni

May 29th – June 1st, 2024

S. Agostino, 2 - Città Alta, Bergamo, Italy



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TEACHER AND TEACHER EDUCATORS DEVELOPING EDUCATION AND PEDAGOGICAL PRACTICES WITH VALUES OF HUMAN FLOURISHING IN A COMPLEX, INTER-RELATED WORLD

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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, 2008, 2018) approach to their continuing professional development (CPD). By using this approach teachers develop forms of teacher education and practice that are inclusive, equitable and promote lifelong learning opportunities for all.

The implications of asking, researching and generating answers to questions of the kind, ‘How do I improve my educational influence in the learning of my students and the social formations, which form the context of my practice, to flourish and help others do so too?’ are explored. 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 conclusions draw on papers published 2008–2023 in the Educational Journal of Living Theories (<https://ejolts.net/>) and Masters and Doctorates accessible from <https://actionresearch.net/>.

The relevance to “Teacher education research in Europe: trends, challenges, practices and perspectives” is in the explanations of educational influences in learning generated through Living Educational Theory Research as professional development; a form of values-led professional practitioner educational research. This includes insights that emerge in imagining and working towards futures where Humanity flourishes in a more humane world in the course of tackling teaching and learning challenges in the here and now to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (UNESCO, 2016).

Keywords: Living Educational Theory Research; professional practitioner educational research; values-led practice.

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