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A Living Theory Approach To Changing Perspectives In Contemporary Teaching

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Paper prepared for presentation to the Association for Teacher Education in Europe (ATEE) Conference in Dobrovnik, Croatia, 23-25 October 2017.

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Abstract

This paper is focused on the main assumption of the conference that rapid changes and increasing complexity of today's world are bringing new challenges and growing demands on education systems that are committed to addressing all forms of disparities and inequalities in access, participation and learning outcomes, exclusion and marginalization. This paper provides evidence-based, living-theory answers to the questions on the relevance of these changing perspectives and approaches in research and practice in teacher education and teaching. A living-theory is an individual's explanation of their educational influences in their own learning, in the learning of others and in the learning of the social formations that influence practice and understanding. The living-theories drawn on have been created and freely shared from <http://www.actionresearch.net/living/living.shtml> by educators living and working in diverse cultures and contexts around the world, including South Africa, Canada, Croatia, China, Pakistan and the UK. They share a common cause to contribute to the flourishing of humanity by researching to change their own and influencing other people's perspectives and approaches in contemporary teaching.

Introduction

This paper is grounded in four assumptions. The first is the main assumption of the conference that we are all included in social contexts in which rapid changes and the increasing complexity of today's world are bringing new challenges and growing demands on education systems that are committed to addressing all forms of disparities and inequalities in access, participation and learning outcomes, exclusion and marginalization. The second assumption is that within this social context, individual educators are living contradictions in the sense that they are holding together their desire to live as fully as possible values that carry hope for the flourishing of humanity with their experiencing of the negation of these values in practice. The third assumption is that as a global community of educators we can influence the spread of these values by creating and sharing our living-educational-theories as practitioner-researchers. The fourth assumption is that we can do this by exploring the implications of asking, researching and answering questions of the kind, 'How do I improve what I am doing?' and sharing our explanations of educational influences in our own learning, in the learning of others and in the learning of the social formations that influence our practice and understandings.

The implications of these assumptions are explored in answers to the following four questions in developing a Living Theory approach to changing perspectives in contemporary teaching:

- 1) How are educators and institutions dealing with diversity and promoting equality and inclusion?**
- 2) How can the quality of teacher education be improved and maintained through teacher-research into improving practice and generating knowledge?**
- 3) How have continuing professional development programmes initiated, implemented and continued significant and sustainable changes in education?**
- 4) How are pre-service and in-service education offering relevant opportunities for the development of gifted educators for their own and the lasting benefit of gifted students, and how can it be improved?**

1) How are educators and institutions dealing with diversity and promoting equality and inclusion?

The contemporary relevance of this question can be seen in this item on the BBC national news of the 11th September 2017:

Parents remove son from school in pupil gender row

The parents of a six-year-old boy have removed him from his primary school in a row over whether another pupil should be allowed to wear a dress...The Diocese of Portsmouth, under which the school falls, said it was required to "respect diversity of all kinds"...

The Rowes say the suggestion that gender is fluid conflicts with their Christian beliefs and they are seeking a legal challenge against the school's actions.

There is no specific law dictating uniforms. Schools are free to set their own rules as long as they don't breach human rights and equality legislation; in other words, they cannot discriminate on the basis of gender, race, disability, sexual orientation or faith... Under the Human Rights Act, schools must also make sure that no child is prevented from accessing education due to their uniform rules. It's more common for schools or employers to be challenged over dress codes when people are prevented from wearing something, for instance a hijab or a crucifix necklace, rather than because they have permitted something - in this case for a boy to wear the regulation girls' uniform.

The above case shows not only the contemporary relevance of the question, 'How are educators and institutions dealing with diversity and promoting equality and inclusion?' It also points to the complexity of answering the question. Given this complexity and the changing cultural influences of diversity and promoting equality and inclusion I think it likely that many of us feel at times that we are living contradictions in that we hold together certain values whilst at the same time feel that these values are being negated within the normative cultural influences of the institutions in which we work.

Sean Warren and Stephen Bigger (2017) have addressed the issue of Living Contradiction in a teacher's examination of tension and disruption in schools, in classrooms and in self. Sean Warren examines his living contradiction in moving from being perceived as a very successful 'authoritarian' teacher, in which he 'imposed' institutional standards and expectations, to the painful recognition that in this process he was losing something of himself in the process. Warren presents his living-theory approach to his changing perspectives in contemporary teaching as he moves to living his values more fully whilst facing the tensions of contradictions of institutional expectations. In a review of their book (Whitehead, 2017 - see <https://warrenandbigger.blogspot.co.uk/>) I say that what I like most about their book is its collaborative nature and its honesty. Sean Warren and Stephen Bigger exemplify a collaborative educational relationship. Bigger, as a doctoral supervisor, has enabled Warren to make explicit and evolve his embodied knowledge as a professional educator whilst sharing, without imposition, his own insights. The honesty is in Warren's educational journey, from his steadfast adherence to institutional standards and expectations, to his recognition that he was losing something of himself in the process

and then to his creative and critical responses to these contradictions, in living his values as fully as he can. I believe that Warren's journey will resonate with your own experiences of the imposition of institutional power relations and captivate your imaginations in Warren's inspirational honesty and responses.

The book also shows how Bigger shared his understandings of critical theory. He encouraged Warren to see that autobiographical writings could produce a valid and academically legitimate contribution to educational knowledge in the generation of a living-educational-theory. This contribution, whilst grounded in the embodied knowledge of the educator, engages with, and integrates insights from the most advanced social theories of the day. I believe that this book will be of great value on initial and continuing professional development programmes in education and to all professionals in a wide range of workplace contexts who are facing their own contradictions in living their values as fully as they can.

Arianna Briganti is a development economist whose writings are contributing to answering the question 'How are educators and institutions dealing with diversity and promoting equality and inclusion?' In her latest writings (Briganti, 2017) on 'How can I improve my practice? A journey into my personal and professional growth as a development worker engaged with gender inequalities in Ethiopia', Briganti explains her Living Theory responses to encountering gender inequalities in Ethiopia.

In the Abstract to her paper Briganti explains that the paper focuses on her encounter with some Ethiopian female students whose common denominators are poverty, discrimination, violence, inequality but also resilience, hope, courage and dignity. Her narrative describes how a group of young students believe education has enriched their lives in a country still dominated by a patriarchy, with an adolescent birth rate of 58.4 % (births per 1000 women aged 15-19) and a gender development index of 0.842 (Programme, 2016). Briganti draws insights from her practical experience as a development professional who works in Ethiopia with the aim of contributing to the establishment of the human capabilities of these young women.

Briganti points out that these young women aspire to a dignified life and believe education to be the sole instrument with which they can free themselves from the subordinated position society attributes to them. As a living-theory researcher (Briganti, 2016) who neither separates herself and her practical experience from the social formation she is part of, nor from those aspects of life she is interested in researching, Briganti explains (her living-educational-theory) her educational influences in her own learning while working with Ethiopian girls and women, in the learning of the people Briganti worked for and in the learning of the social formations that influence her practice and understandings as a development professional. Briganti shows how her work in Ethiopia (2005-to date) is enriched and underpinned by Living Educational Theory methodology that helps her to understand more fully the motivating power of love, faith and action Briganti incorporates within her practice, and how Briganti originated the notion of generativity in a living-theory of sustainable development. As a female development professional and researcher, Briganti also writes about the recognition of the

significance of gender, professionally, personally and interpersonally. The narrative provides the reader with a journey into Briganti's own development, unveiling her living values and living standards of judgment (Laidlaw, 1996) while attempting to be a 'good' development professional aspiring towards a 'good' change (Chambers, 2005) and dealing with gender inequalities. The core of Briganti's writings focuses not only on her influence as a development professional in the learning and development of young Ethiopian women, but more interestingly on the influence those women have had on Briganti's practice and how they have shaped her view of development, sustainability, and gender. Briganti ends her paper with an appreciation of the process that may lead her eventually to answer the key question for a living-theory researcher, namely: 'How can I improve my practice'. (Briganti, 2017 – Abstract).

2) How can the quality of teacher education be improved and maintained through teacher-research into improving practice and generating knowledge?

At the heart of Living Theory research into improving practice and generating knowledge are teacher-researcher's enquiries 'How do I improve what I am doing to enhance my educational influence in pupils' learning?' The four enquiries below focus on improving practice and generating educational knowledge. They were carried out by, a) Branko Bogнар and Marika Zovko (secondary, primary and higher), b) Sally Cartwright (secondary), c) Joy Mounter (primary and higher), d) Jack Whitehead and Marie Huxtable (higher).

a) Branko Bogнар and Marika Zovko (2008) focus on 'Pupils as action researchers: improving something important in our lives'. They explain how they collaborated in their research as a pedagogue in higher education (Bognar) and a teacher in a primary school (Zovko) to work with 10 year old pupils in supporting the pupils' action research to improve their learning. In the Abstract to their paper, in the Educational Journal of Living Theories, Bogнар and Zovko point out that although an increasing number of teachers carry out action research inquiries in their educational practice, the role of pupils and students is not still sufficiently explored. Hence they explore the possibility of pupils and students becoming action researchers and explain how ten-years-old pupils took over the whole processes of action research themselves. Their research can be related to the assumption of the conference that rapid changes and increasing complexity of today's world are bringing new challenges and growing demands on education systems that are committed to addressing all forms of disparities and inequalities in access, participation and learning outcomes, exclusion and marginalization.

Both Bogнар and Zovko believe that traditional schooling cannot create a conducive atmosphere for pupils to carry out their own action research. Their research shows that it is possible to do this only in a child-oriented school whose main purpose is the development of the creative potentials of all participants. In their inquiry the pupils determined their own challenges with the aim of improving something important in their own lives. They show that action research is meaningful when students engage with it on their own terms, on the basis of their own needs, interests and self-chosen values.

Bognar and Zovko say that anything that hinders pupils' freedom will only compromise the foundations of action research itself and any educational value accrued from it.

In relation to answering the question 'How can the quality of teacher education be improved and maintained through teacher-research into improving practice and generating knowledge?' I particularly liked the evidence (ibid, p. 33), in the video-clip below, that shows the 10 year old pupils presenting their reports to the class and using the class as a validation group to make suggestions on how the report could be improved:



Validation of a pupil's action research report <https://vimeo.com/1415387>

b) Sally Cartwright's (secondary teacher) contribution to answering the question 'How can the quality of teacher education be improved and maintained through teacher-research into improving practice and generating knowledge?', is focused on her Living Theory research approach to her continuing professional development with her students in her Master's programme at the University of Bath. Sally died from a brain tumour at the age of 54 in 2013 and I was honoured to present the eulogy on Sally's accomplishments at the posthumous award of her Diploma of Education for her masters writings at the University of Bath:

In my eulogy I focused on Sally's Academic Achievements and expressed my belief that these were best expressed in the title of one of her units, 'How can I enable the gifts and talents of my students to be in the driving seat of their own learning?' Sally was concerned not only with helping her students achieve grades and develop skills, but with an educational process that was humanising and social. Marie Huxtable and I, co-tutored Sally for her last master's units and we agree that Sally helped her students to value themselves and others for who they are, to enjoy and respond to their intellectual curiosity, their emotional and personal journey as well as their intellectual one. In the time we knew her, she helped us to recognise and appreciate how an educator might both respond to the demands of the establishment, both school and the university, whilst staying true to the values that are at the heart of education - that is to enable her students to grow as educated, and not simply well

trained, people. Because she was both generous and professional she researched her practice and offered the knowledge she created as a gift that continues to be influential. For instance, she offered her assignments for open access on the web (actionresearch.net) and her writings are in two issues of an international journal, Gifted Education International (GEI).

Evidence of her influence in the learning and lives of her students can be heard in the videos that are included in the notes you can access from <http://www.actionresearch.net> at <http://www.actionresearch.net/writings/jack/sallycartwrightmastereducatorjw140415.pdf>

Evidence of her influence in the learning of others can also be found in GEI and her students' Extended Projects.

Evidence of her influence in the learning of the social formations can be seen in the legitimisation of her educational knowledge by the academy and in the dedication to Sally of the June 2015 issue of the Educational Journal of Living Theories at <http://ejolts.net/node/245> . Here are the titles of Sally's Master's Units:

- 1) GWIST Accredited Professional Development Programme. Educational Management – BANES (Bath and North East Somerset – UK), 2001. <GWIST was a unique partnership in the UK between 700 schools, three local authorities (Gloucestershire, Swindon and Wiltshire) and two higher education institutions (University of Bath and Cheltenham and Gloucester College of Higher Education) combining together to promote and to develop excellence in schools through professional development>.

<http://www.actionresearch.net/writings/module/sallyMAGwist.pdf>

- 2) How can I help my students understand and develop the skills of independent learning? 2007

<http://www.actionresearch.net/writings/tuesdayma/sallycartwrightull07.htm>

- 3) A Pilot Project: The application of the TASC (Thinking Actively in a Social Context) process across 5 subjects to Year 7 students

<http://www.jackwhitehead.com/tuesdayma/sceejan08.pdf>

- 4) How can I enable the gifts and talents of my students to be in the driving seat of their own learning? 2008

<http://www.actionresearch.net/writings/tuesdayma/scgandtnov08.pdf>

- 5) How can leadership qualities improve my practice as a teacher? 2009

<http://www.actionresearch.net/writings/tuesdayma/scee010109.pdf>

6) How can I research my own practice? 2010

<http://www.actionresearch.net/writings/module/scrme010110opt.pdf>

7) A Critical Reflection On My Learning And Its Integration Into My Professional Practice. 2010

<http://www.actionresearch.net/writings/module/sc3ee3creditsall.pdf>

In writings 7) above Sally demonstrates how Living Theory research enabled her to recognise and live more fully her values and to make a valuable contribution of the knowledge, she created through her masters research, to both the academic world and the world of professional practice. (Whitehead, 2015 – see

<http://www.actionresearch.net/writings/jack/sallycartwrightmastereducatorjw140415.pdf>)

c) Joy Mounter's (primary teacher and tutor in higher education) contribution to answering the question 'How can the quality of teacher education be improved and maintained through teacher-research into improving practice and generating knowledge?', is focused on the growth and sharing of her educational knowledge through her masters and doctoral research journeys. In her successful doctoral proposal to the University of Cumbria, Mounter (2015) includes the details of her masters writings and includes her research question, 'How Can I Contribute To The Creation And Enhancement Of The Educational Influences Of A Community Of Learners, Supporting Each Other And Their Own Development?'

In the background to the proposal Mounter explains that as part of the expression and development of her professional responsibility as an educator I research my own professional learning as I ask, research and answer questions of the kind, 'How do I improve what I am doing in my professional practice?' Mounter recognises herself as a master educator through the successful completion of her MA in Education with the following enquiries and dissertation:

How Can I Live My Personal Theory Of Education In The Classroom To Promote Self Reflection As A Learner? First Educational Enquiry Unit, 2006.

Language Of Learning To The Language Of Educational Responsibility. Second Educational Enquiry Unit, 2006.

If I Want The Children In My Class To Extend Their Thinking And Develop Their Own Values And Learning Theories, How Can I Show The Development Of Their Learning? How Do I Research This In My Classroom? Research Methods Unit, 2007.

How Can I Work Within The Government's Perspective Of 'Gifted And Talented' But Still Remain True To My Own Living Values? Gifted and Talented Unit, 2008.

Can Children Carry Out Action Research About Learning, Creating Their Own Learning Theory? Understanding Learning and Learners Unit, 2008.

As A Headteacher Researcher How Can I Demonstrate The Impact And Self-Understandings Drawn From Living Theory Action Research, As A Form Of Continual Professional Development In Education? MA Dissertation, 2012.

Mounter is continuing to develop her living-theory approach to her professional development through her doctoral enquiry. Her context has changed from the Headship of a primary school to the role of Academic Librarian and Research Officer of The Learning institute of Callington Community College Academy Trust in the UK.

d) Whitehead's and Huxtable's (2016) contribution to answering the question 'How can the quality of teacher education be improved and maintained through teacher-research into improving practice and generating knowledge?', is focused on the creation of a profession of educators with the living-theories of master and doctor educators.

In their 2013 paper in *Gifted Education International* Whitehead & Huxtable (2013) presented an argument for teachers to engage in Living Educational Theory research as Continuing Professional Development. In their 2016 paper (Whitehead & Huxtable 2016) they extend their analysis to show how Living Theory research can empower educators to improve their practice and, by offering as a gift the knowledge they generate in the process, contribute to the creation of a profession of educators. They ground the extension in the idea of enhancing professionalism in education through recognising and accrediting accounts of living-educational-theories as knowledge generated by professional practitioners as master and doctor educators. The practical realisation of this extension can be seen in the living-educational-theories at <http://www.actionresearch.net/living/living.shtml>.

Whitehead & Huxtable (2016) distinguish Living Educational Theory research from a living-educational-theory. Living Educational Theory research refers to the conceptual principles that distinguish the research approach. A living-educational-theory is a values-based explanation offered by an individual of their educational influence in their own learning, the learning of others and the learning of social formations. It is argued that for this knowledge to be legitimated by universities, in the form of accredited awards, an extension and transformation will be required in the dominating forms of knowledge. It is also argued that educators teaching in continuing professional development programmes need to develop their talents, knowledge and expertise by researching their own practice in the same way as the

teachers they are supporting. In doing so they exemplify an educational pedagogy appropriate to providing gifted education internationally for students of any age.

At this conference you can see a poster presentation on their use of living-posters as a way of extending the global influence of Living Theory research within groups and networks around the world.

3) How have continuing professional development programmes initiated, implemented and continued significant and sustainable changes in education?

The importance of continuing professional development programmes for teachers and educators is widely recognized as contributing to improvements in educational within many countries. These programmes can be seen in Masters of Education Programmes of Universities. However, many of these programmes assume that their primary purpose is to transmit to teachers the knowledge that has already been created by university, academic researchers, from different disciplines of education, rather than including support for teachers, as practitioner-researchers, to make public their embodied educational knowledge as educators, and to legitimate this knowledge as a contribution to the professional knowledge-base of education. Here is a question that can be used to analyse Masters programs in these terms:

Does the language of the curriculum open up the possibility of teachers researching their own enquiries of the kind, 'How do I improve my practice?' in a way that acknowledges the teachers as knowledge-generators who are contributing to the educational knowledge base in their national context and globally?

Whilst I am making the following points about the Master's programme at the University of Delhi, India, they apply to numerous Masters programmes around the world.

The language of the Master of Education Curriculum of the University of Delhi does not include any exploration, by master educators, of questions of the kind, 'How do I improve what I am doing?' with a focus on improving students' and teachers' educational influences in learning.

This Master of Education Curriculum shows no recognition that a Master Educator is a knowledge-creator who is making a contribution to the professional knowledge-base of education.

The 'Given Curriculum' shows no recognition that a Master Educator should be able to demonstrate a 'Living Curriculum' that includes an evidence-based explanation of the educator's educational influence in their own learning, in the learning of their students and in the learning of the social formations that are influencing practice and understanding.

These criticisms were overcome in the masters programme at the University of Bath, as shown above in the writings of Cartwright and Mounter, as they made public their embodied knowledge as master educators and gained academic recognition for their contributions to the professional knowledge-base of education.

Of particular relevance to this conference of the Association for Teacher Education in Europe is Branko Bogнар's and Pascale Mompoin-Gaillard's (2017), 'Creating an online community of action researchers' from the Council of Europe Publishing:

The Council of Europe's Pestalozzi Programme promotes the message of the Organisation and its values – human rights, democracy and the rule of law – in the practice of education (formal, non-formal and informal) and aims to support member states in including these ideals in their education systems. Basing its approach to professional development firmly on social constructivism and social constructionism, it invests in educators who create new practices.

This book represents an example of a transformational enterprise in which several practitioners from different parts of Europe gather in the Pestalozzi Programme community of practice and set out to learn how to become action researchers. While many books focus on how to carry this out, this publication is action research in action. In addition it features examples of how participants can use only social platforms and affordable web applications in their collaboration and learning practices.

The Council of Europe is the continent's leading human rights organisation. It comprises 47 member states, 28 of which are members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states. (Bognar & Mompoin, 2017, Backcover).

The role of social media in continuing professional development is increasing, especially in creating on-line communities of practitioner-researchers. Many Universities around the world have made their professional development programmes on-line in their attempts to implement continuing significant and sustainable changes in education. If these programmes are to support significant and sustainable changes in education I have suggested that they should all include support to make public and legitimate the embodied and evolving educational knowledge of practitioners in the living-theories of master and doctor educators.

4) How are pre-service and in-service education offering relevant opportunities for the development of gifted educators for their own and the lasting benefit of gifted students, and how can it be improved?

Professor Moira Laidlaw (1996; 2015) has made original contributions to a living theory approach to changing perspectives in contemporary teaching over the past 25 years. These contributions include her tutoring of pre-service educators at the University of Bath in the UK and her work in initial and in-service education at Ningxia Teachers University in China where she is a Professor for Life. Like many Living Theory researchers Moira Laidlaw encourages practitioners who are beginning to research their own practice to use action-reflection cycles in exploring the implications of asking, researching and answering questions of the kind, 'How do I improve what I am doing in my professional practice?', before moving on to create their own living-educational-theories as explanations of their educational influences in learning. Here is Moira's introduction to her guide on Action Research in Initial Teacher Education with its focus on relating to pupil learning:

Teachers have an enormous fund of knowledge about their own practice, their children and their classrooms. Much of the time though, they are told by external forces what constitutes meaning in their own unique environments. Action Research empowers classroom teachers to construct their own knowledge and to make it available to others for their benefit and the benefit of their pupils.

This Guide aims to give practical advice to student teachers who wish to embark on an Action Research enquiry. It will be divided into four sections; the first will comprise a guide to those aspects which need to be borne in mind throughout the enquiry; the second will deal with individual aspects of the research; the third will look at a quality which always emerges with Action Research, that of collaboration; and the fourth will constitute some reflections by a P.G.C.E. student, Jonathan Jones (1990/91) about the process of working with Action Research. In addition this section will include some conclusions from the Final Reports of four students (1991-92) Throughout the Guide I will be using case-study material from Justine Hocking (1991/92), two of last year's P.G.C.E. students, Jayne Prior (1990/91) and Jonathan, of the enquiries that they conducted on first Teaching Practice, and from an Undergraduate Biological Sciences student, Zac Watkins (1990/91) and the work he did on Second Teaching Practice. The whole Guide will take you through the various stages and try to answer the questions that have occurred most often in my experience of advising on Action Research.

So there will be explanatory notes first on the fusion between the two terms '**Action**' and '**Research**', the **Criteria for Success**, and also the importance of exercising your professional judgement about **confidentiality**, and in addition a section about the significance of **Validation Groups**. The Guide will look at the **framework of an enquiry** and then offer sections on the significant aspects. These will include **finding the question**, the **role of a 'critical friend'** and that of the observer, and then subsequent ones on the use of **talk**, **writing**, and the notion of '**making public**' which must be borne in mind during any enquiry, some words on collaboration and then Jayne's and Jonathan's reflections. This is followed by

a section on the **validity** of an Action Research Enquiry and how it must relate to **pupil-learning**.

Moira Laidlaw's support for Living Theory research in in-service teacher education can best be seen in the development of 'Collaborative Living Educational Theory Action Research with Chinese Characteristics' in China's Experimental Centre for Educational Action Research in Foreign Languages Teaching (CECEARFLT) at Ningxia Teachers University. Here is Moira's introduction:

China's Experimental Centre for Educational Action Research in Foreign Languages Teaching was opened in December 2003, and has now become an active organisation from within the department of the Foreign Languages and Literature Department at Ningxia Teachers University. It is the only centre of its kind in the world, and its purpose is to improve the learning experience for all children in China! We're starting with Ningxia Province! Such an ambitious project has made a promising beginning as this website demonstrates. China has a New Curriculum and that has become the main focus for our AR work. In short, the New Curriculum advocates task-based approaches to teaching and learning and turns the traditional modes of didactic teaching on their head, thus requiring greater flexibility and creativity from teachers and students. This enormous challenge gives the impetus to our work. However, it is broader than that too. We are also seeking to evolve a new form of action research, which we are calling 'Collaborative Living Educational Theory Action Research with Chinese Characteristics'. Our case-studies and reflective writing bear witness to these early attempts in developing a new epistemology. <http://www.actionresearch.net/writings/moira.shtml>

Here are some writings from Ma Li Juan in which she focuses on her educational enquiry 'How can I attract my students' attention educationally?'
<http://www.actionresearch.net/writings/china/malijuanar3.htm>

In answering the question, 'How are pre-service and in-service education offering relevant opportunities for the development of gifted educators for their own and the lasting benefit of gifted students, and how can it be improved?' I am suggesting that the relevant opportunities are focused on the quality of the receptivity and responsiveness shown by tutors in relation to educational enquiries. Here is my response to Ma Li Yuan's draft:

Can I respond to Ma Li Yuan's draft action research report on 'How can I attract my students' attention educationally?' in a way that contributes to her educational influences, in her own learning, in the learning of her colleagues and to the development of research at Ningxia Teachers University. A response by Jack Whitehead, May 2006.
<http://www.actionresearch.net/writings/china/jwMaLijuan.htm>

Interim Conclusion

I have explored answers to the following four questions in developing a Living Theory approach to changing perspectives in contemporary teaching: How are educators and institutions dealing with diversity and promoting equality and inclusion? How can the quality of teacher education be improved and maintained through teacher-research into improving practice and generating knowledge? How have continuing professional development programmes initiated, implemented and continued significant and sustainable changes in education? How are pre-service and in-service education offering relevant opportunities for the development of gifted educators for their own and the lasting benefit of gifted students, and how can it be improved?

Whilst there is not space here to present all the evidence on the educational influences of a Living Theory approach to changing perspectives in contemporary teaching, the resources freely available on the internet allows to share urls to these additional resources. I do hope that you will access the following and perhaps submit your own explanation of educational influence for consideration for publication in the Educational Journal of Living Theories.

You can access the living-educational-theories of doctor educators at:

<http://www.actionresearch.net/living/living.shtml>

These include Sadruddin Bahadur Qutoshi's (2016) doctorate on - Creating Living-Educational-Theory: A Journey Towards Transformative Teacher Education in Pakistan. University of Kathmandu, Nepal. <http://www.actionresearch.net/living/sadruddin.shtml>

You can access the archive of past issues from 2008 and the present issue of the Educational Journal of Living Theories from <http://ejolts.net> with details of how to submit your own living-educational-theory for consideration for publication. When you submit you join a global community of Living Theory researchers who are committed to extending the influence of Living Theory research with values that carry hope for the flourishing of humanity.

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