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Connecting curriculum development, creativity and professional learning through Living Theory research.

Jack Whitehead, University of Cumbria

Presented at the International Professional Development Association (IPDA) conference on 29-30 November 2019 at Aston University, Birmingham, UK.

- **The focus**

The focus is on an evidence-based explanation of how Living Theory research is connecting curriculum development, creativity and professional learning in local and global contexts. In Living Theory research individual practitioner-researchers generate and share their explanations of their educational influences in their own learning, in the learning of others and in the learning of the social formations that influence their practice and understandings. These explanations emerge from asking, researching and answering questions of the kind, 'How do I improve this process of education here?' Each practitioner-researcher, uses their methodological inventiveness, to clarify their embodied ontological values as explanatory principles in their explanations of educational influence. The ontological values are the values they use to give meaning and purpose to their professional lives in education.

Digital visual data from professional practice are used, with a method of empathetic resonance to clarify and communicate the meanings of the embodied expression of the values that are used as explanatory principles in professional learning and development. The connections between curriculum development, creativity and professional learning are analysed in the Masters and Doctoral degrees of professional educators to demonstrate how a global profession of education can be seen to be emerging from Living Theory research through living as fully as possible the values of global citizenship and human flourishing.

- **Originality**

The originality is an evidence-based explanation of how Living Theory research is connecting curriculum development, creativity and professional learning in local and global contexts. I shall first clarify my meanings of curriculum development, creativity and professional learning before providing an evidence-based explanation of how Living Theory research is connecting them through the living values of living global citizenship and human flourishing. I also want to acknowledge the original contribution made by Moira Laidlaw (1996) in her insight that the values used as explanatory principles in Living Theory research are themselves living and evolving in Living Theory research as a way of life (Whitehead, 2018).

My meanings of curriculum development

My meanings distinguish a 'given curriculum' from a 'living curriculum' and from an 'educational curriculum'. A given curriculum is the traditional curriculum that is constructed around a number of largely academic subjects that are to be transmitted to a learner. A living curriculum is the learning that a learner constructs whilst engaging with a given curriculum.

An educational curriculum follows the principles set out by Reiss & White (2013) in their work on an aims-based curriculum with its focus on human flourishing. Learners create and progress through their own 'living' curriculum to their educational curriculum as they learn about and contribute to human flourishing. An educational curriculum is the living curriculum created by the learner in the process of learning to live a loving, satisfying, productive and worthwhile life. (Huxtable, 2019)

Reiss & White (2013) state that the starting point for an aims based curriculum is what schools should be for. They should aim to enable individuals to lead a life that is personally flourishing and to help others to do so, too. From these aims, they derive more specific aims covering the personal qualities, skills and understanding needed for a life of personal, civic and vocational well-being.

I learned much about the distinctions between a given curriculum, a living curriculum and an educational curriculum from evaluating one of the first local curriculum development projects to be funded in 1975-76 by The Schools Council in the UK. In my draft report (Whitehead 1976a) I explained the curriculum development activities of the teachers in terms of three contemporary models of: change in teaching and learning, of innovation and of evaluation. I was operating with a view of the curriculum as given and constituted by academic forms of knowledge. On sharing this draft report with my academic colleagues they responded that it was clear and used existing academic models as appropriate explanatory frameworks. On sharing the draft report with the 6 teachers I was working with on this local curriculum development I was initially surprised by their responses that they could understand the report but could not see themselves in it. They asked me to return to the data I had collected on their activities and to reconstruct the report so that they could see themselves in the report. A very different report emerged (Whitehead 1976b). It had the qualities of a living curriculum in that it had the form of the teachers' action reflection cycles as they expressed their values-based concerns, constructed an action plan, acted and gathered data on their actions, evaluated in terms of their intentions and values and generated an evidence-based explanation of their educational influences in their own learning and in the learning of each other and their pupils. It has some of the qualities of an educational curriculum in that it was grounded in the values that they believed constituted human flourishing.

Creativity

I use two meanings of creativity in this paper. The first concerns the creativity of individual, practitioner-researchers in making original contributions to educational knowledge in their living-educational-theories. For example, all of the Living Theory doctorates at <https://www.actionresearch.net/living/living.shtml> have had to be judged by internal and external examiners as having made original contributions to knowledge and to have had these judgments accepted by a University for the award of a doctoral degree. The second is in the evidence from the Living Theory research above that the educational knowledge-creation of professional educators is contributing to the creation of a global profession of educators with the living-theories of Master and Doctor Educators from the UK, Republic of Ireland, South Africa, Canada, Nepal, India, Pakistan, Croatia and Italy.

The originality of an educational curriculum, in the professional development of teachers as they generate explanations of their educational influences in learning in their Masters and Doctoral Degrees, has already been published (Whitehead & Huxtable, 2016). I do not want to give the impression that the creativity of teacher-researchers is restricted to the award of a

higher degree. For example, in her work supporting teacher-researchers Jacqueline Delong (2019 - <http://www.spanglefish.com/ActionResearchCanada/>) has contributed to editing 8 volumes of *Passion in Professional Practice*, in which individual teacher-researchers have expressed their creativity in non-accredited narratives of their practice. My reason for emphasising the importance of the creativity of professional educators in masters and doctoral degrees is related to my understanding of a form of professionalism that requires individuals to contribute to the knowledge-base of their profession through their professional learning with the value of living global citizenship. I was introduced to the value of 'living citizenship' in the original work of Mark Potts (2012) on 'How can I Reconceptualise International Educational Partnerships as a Form of 'Living Citizenship'?' (see <https://www.actionresearch.net/living/markpotts.shtml>).

Along with Stephen Coombs (Potts, Coombs, & Whitehead, 2013; Coombs, Potts & Whitehead, 2014) we extended the meaning of 'living citizenship' into the value of 'living global citizenship'.

Professional Learning

Since my first special study in my initial teacher education course on 'A way to enhance professionalism in education?' (Whitehead, 1967) I have worked to contribute to enhancing professionalism in education. My main contribution has been to the professional knowledge-base of education. This contribution has focused on supporting the academic accreditation of studies of the professional learning of teachers who have explored the implications of asking, researching and answering questions of the kind, 'How do I improve what I am doing in my professional practice?'. This support includes a focus on the generation of valid evidence-based explanations of educational influences in learning. I stress the importance of educational learning as not all learning is educational. History has many examples of individual and collective learning that has resulted in the negation of human flourishing. I was born in the UK in 1944 when the results of such learning were being practiced throughout much of Europe. Hence my emphasis on the importance of educational learning that is distinguished by values that contribute to human flourishing.

I hold a view of professionalism that includes a period of training, a regulatory body to ethical principles and a professional knowledge-base. In my view of professionalism a teacher is not simply a consumer of other peoples' knowledge, a teacher has a professional responsibility to contribute to the knowledge-base of education. Hence my focus on supporting the professional learning of teachers over a life-times engagement with education through research in which teachers generate and share their explanations 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.

- **Significance to IPDA**

This paper, connecting curriculum development, creativity and professional learning through Living Theory research with the value of living global citizenship, is contributing to fulfilling the aims of IPDA by:

- i) Supporting and promoting professional development and learning of education practitioners and across practitioner contexts. This support and promotion includes the

supervision, generation and making freely available Living Theory research across Education, Health, Industry, and the Police.

The Living Theory research that justifies the claims about support and promotion includes the theses and dissertations at:

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

In particular it includes the following Living Theory research across:

Education

Elizabeth Campbell's Doctoral Thesis, *How has love influenced me as a teacher researcher, and learner? A narrative inquiry into a teacher's abrupt awakenings*. 2018 Nipissing University, Canada.

(<https://www.actionresearch.net/living/campbellphd/campbellphd2018.pdf>)

Health

Elizabeth Wolvaardt's Doctoral Thesis, *Over the conceptual horizon of public health: A living theory of teaching undergraduate medical students*, 2013 University of Pretoria, South Africa.

(<https://www.actionresearch.net/writings/wolvaardtphd/Wolvaardtphd2013.pdf>)

Industry

Graham Van Tuyl's Doctoral Thesis, *From Engineer To Co-Creative Catalyst: An Inclusional And Transformational Journey*. 2009 University of Bath, UK.

(<https://www.actionresearch.net/living/gvt.shtml>)

The Police

Hilary Shobbrook's M.A. Dissertation, *My Living Educational Theory Grounded In My Life: How can I enable my communication through correspondence to be seen as educational and worthy of presentation in its original form?* 1997 University of Bath.

(<https://www.actionresearch.net/living/hilary.shtml>)

ii) Stimulating independent critical discussion about policy and practice through networks and fora. This includes critical discussions through networks and fora of the Collaborative Action Research Network (CARN), The Action Learning Action Research Association (ALARA) and The Action Research Network of the Americas (ARNA).

The 2019 Joint CARN/ALARA conference took place in Split, Croatia from the 17-19 October with Branko Bognar as a contributor to the organising committee. I have been very impressed with the practitioner-research that has been supported for many years by Branko Bognar of the Josip Juraj Strossmayer University of Osijek, Croatia. His latest support for teacher professional development, that is of particular relevance to IPDA, can be seen in the Keynote session on 'Challenges of introducing action research as a form of teacher professional development in Croatia,' 19th October 2019 with Branko Bognar, Klara Bilić

Meštrić, Sanja Simel Pranjić, Sanja Lišnjić, Nataša Stanković . Videos of all the presentations in the keynote on Saturday at the CARN-ALARA Conference in Split are all available at <https://www.youtube.com/playlist?list=PLxRqVRi0EExqYjnIUnnhWYwGpE9kituK7>

The videos can also be accessed separately at:

6:03 minutes of Sanja Lišnjić's keynote speech at the CARN-ALARA 2019 Conference held in Split (presentation: <http://tiny.cc/4qcnfz>) on *How I changed my educational values and practice through action research?*

7:49 minutes of Nataša Stanković's keynote speech at the CARN-ALARA 2019 Conference in Split (presentation: <http://tiny.cc/docnfz>) on *My personal and professional development through action research.*

13:35 minutes of Klara Bilić Meštrić's keynote speech at the CARN-ALARA 2019 Conference in Split (presentation: <http://tiny.cc/oncnfz>) on *Action research as the shape of science (in humanities and social sciences)*

8:50 minutes of Sanja Simel Pranjić's keynote speech at the CARN-ALARA 2019 Conference in Split (presentation: <http://tiny.cc/lmcnfz>) on *Challenges of introducing action research in higher education*

7:34 minutes of Branko Bogonar's keynote speech at the CARN-ALARA 2019 Conference in Split (presentation: <http://tiny.cc/nkcnfz>) on *Challenges of introducing action research as a form of teacher professional development in Croatia*

Living Theory researchers also presented for critical discussion, individual, session and workshops at the 2019 Action Research Network of the America's (ARNA) Conference in Montreal, Quebec, 26-28 June on 'Contributing to Moving Action Research to Activism with Living Theory Research' and 'A hopeful and loving educational activism in living-theories for social transformation.' The proposals and presentations can be accessed from: <https://www.actionresearch.net/writings/arna/2019arna26-27-28June2019.pdf>

The multi-media narratives explain how a process of empathetic resonance, using digital visual data can be used to clarify and communicate meanings of the embodied ontological values that Living Theory researchers use as explanatory principles and living standards of judgement in their explanations of educational influences in learning.

iii) Facilitating and disseminating research and scholarship related to professional development and learning. This includes contributions, from a wide range of international contexts, to The Educational Journal of Living Theories (2008-2019) with a focus on the use of digital visual data as evidence in explanations of educational influences in learning.

In 2006 at the 6th World Congress of ALARPM and PAR in Groningen, Netherlands, Whitehead and Huxtable (2006a & b) highlighted the significance of differences between multi-media narrative accounts and solely printed text-based accounts related to claims to knowledge of professional development and learning. Their multi-media text (<https://www.actionresearch.net/writings/jack/jwmh06ALARPMmulti.pdf>) on *How are we co-creating living standards of judgement in action-researching our professional practices?*,

included the expression of embodied meanings of the values they used as standards of judgments in their claims to know their professional learning and development. In submitting their paper (<https://www.actionresearch.net/writings/jack/jwmhalarpmttext06.pdf>) for inclusion in the Conference Proceedings they had to conform to instructions for the purely print-based proceedings that eliminated or distorted the embodied meanings of the expressions of embodied values that they clarified and communicated through their multi-media narrative.

Perhaps the most influential fora for facilitating and disseminating research and scholarship related to professional development through Living Theory research are those associated with the Educational Journal of Living Theories (EJOLTS). You can freely access the archive of issues at:

<https://ejolts.net/archive>

and the current issue at:

<https://ejolts.net/current>

June 2019, Volume 12, Issue 1

"We have to make truth and non-violence not matters for mere individual practice but for practice by groups and communities and nations." (Gandhiji) We recognize the enduring vision of Mahatma Gandhi's values as we research and locate our practice to create knowledge derived from the embodiment of our values and finding ways of living lives that are life-affirming for all. In June 2007, the General Assembly of the United Nations responded to Mahatma Gandhi's call to action by establishing the International Day of Non-Violence. It is celebrated around the world on his birthday-2 October. To mark the 150th anniversary of Gandhiji's birth and in a gesture of solidarity we invite you to learn about the educational influence he has had in the learning, life and work of Swaroop, a Living Theory researcher, whose work is recognised as nationally and internationally influential. We hope [Swaroop's poster](#) will inspire you to respond to Gandhiji's call to action by creating and making public your explanations of your educational influence in your own learning, the learning of others and the learning of groups, communities and nations, and help others do the same. "Nonviolence is a power which can be wielded equally by all - children, young men and women or grown up people, provided they have a living faith in ... equal love for all mankind. When non-violence is accepted as the law of life it must pervade the whole being and not be applied to isolated acts." Gandhiji.

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Book review: Taylor, C., and Luitel, B. C. (Eds.) (2019). Research as Transformative Learning for Sustainable Futures. Glocal Voices and Visions. Leiden, Netherlands: Brill Sense. (pp. 103-104)

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Book review: Zuber-Skerritt, O. (2017). (Ed.) Conferences as Sites of Learning and Development: Using Participatory Action Learning and Action Research Approaches. Abingdon: Routledge. (pp. 105-107)

Jack Whitehead

Book review: McDonagh, C., Roche, M., Sullivan, B., & Glenn, M. (2019). Enhancing Practice through Classroom Research: A teacher's guide to professional development. UK: Routledge. (pp. 108-110)

Jacqueline Delong

Attachment	Size
 'How Gandhiji's value of non- violence influenced the creation of my living educational theory', an e-poster by Swaroop Rawal	

Another forum for developing research and scholarship is the Wiki of Living Educational Theory at:

http://ejolts-wiki.mattrink.co.uk/index.php/Main_Page

The fora also include the Living Theory Facebook pages at:

<https://www.facebook.com/groups/425250191585772/about/>

iv) The international relationships and global conversations, connecting practitioners and practitioner educators across borders through the value of living global citizenship, can be appreciated from the living-posters below. The posters can be accessed from <https://www.actionresearch.net/writings/posters/homepage0619.pdf> . They include global contributions across the national borders of the UK, Republic of Ireland, South Africa, Canada, Mongolia, Nepal, India, Pakistan and Croatia.

Univ. of Cumbria Living Theory Research group - doctoral researchers & supervisors researching their diverse practice

Mongolian Research group - democratization through education

EJOLTS - Educational Journal Of Living Theories - an international journal and community of living theory researchers

SKYPE Living Theory research support groups - an international online community developing and supporting research and researchers

Bluewater Action Research Network - a Canadian community of educators/researchers

NEARI - A network of educational researchers in Ireland

Living Theory researchers and networks developing educational knowledge, theory, practice and opportunities that contribute to the flourishing of humanity.

You can access some individual living-posters directly and others from the group/network pages. Dip in to find practitioner-researchers to share thoughts and values-based research with.

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

Conversation Cafe & Living Theory community based in Bath, UK

Western Sydney University group

LIVING THEORY RESEARCH
- information, resources and support from an inspiring and welcoming community - Why not give it a go!

Lee Scott - Artist, teacher, social being

Lisa Buddus - Scientist and educational researcher

John Reever & Danielle Vass - Creative educational computing

Norjuki Inoue - non-Western epistemology

Linda Vargas - Dance, a social transformations

Florence Dujardin - Virtual epistemologies, pedagogical design

Paul Shepherd - Academic researcher & communicator

Delvina Timm - Spiritual learning

Melita Bogner - Citizenship, classroom practice

Lesley Wood - Psycho-social wellness

Roya Pugh - Living dialogue

Adlerian SKYPE group - Adlerian Living Theory researchers researching their practice together

Make a Move Research Group - promoting positive mental health

Ann Mannan & Jacqueline Fitzfield - HE Educational researchers

[Back to Jack's website](#)

[ARCHIVE](#)

Contact jack@livingtheory.org to add your living-poster

v) To show the active engagement with other groups with a commitment to practitioner learning I shall focus on the Network Educational Action Research Ireland (NEARI), a Values-led Leadership Masters Programme led by Joy Mounter and the TEDx talks at the University of Bolton in the UK.

The most recent living poster of NEARI can be accessed at <https://www.actionresearch.net/writings/posters/neari0619.pdf>

NETWORK FOR EDUCATIONAL
ACTION RESEARCH IN IRELAND

NEARI is a network based in Ireland for educators conducting practitioner research. We have three face-to-face NEARIMeets per year, as well as an ongoing on line discussion group.

NEARI

We offer a safe space for practitioner researchers to share and discuss their research in a supportive and critically reflective environment.

Join NEARI by sending an email to info@eari.ie. It is free of charge.

NEARI CONVENERS:
Bernie Sullivan
Caitriona McDonagh
Máirín Glenn
Mary Roche



info@eari.ie



[@InfoNeari](https://twitter.com/InfoNeari)



www.eari.ie



The four convenors of NEARI received their Living Theory doctorates from the University of Limerick between 2006-2007.

Ph.D.

Mary Roche's Ph.D. (2007)
Towards a living theory of
caring pedagogy: interrogating
my practice to nurture a
critical, emancipatory and just
community of enquiry. Limerick
University. Supervisor, Jean
McNiff.

Ph.D.

Caitriona McDonagh's Ph.D.
(2007) My living theory of
learning to teach for social
justice: How do I enable
primary school children with
specific learning disability
(dyslexia) and myself as their
teacher to realise our learning
potentials? Limerick University.
Supervisor, Jean McNiff.

Ph.D.

Bernie Sullivan's Ph.D. (2006) A
living theory of a practice of
social justice: Realising the
right of Traveller Children to
educational equality. Limerick
University. Supervisor, Jean
McNiff.

Ph.D.

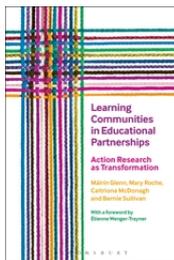
Mairin Glenn's Ph.D. (2006)
Working with collaborative
projects: my living theory of a
holistic educational practice.
Limerick University. Supervisor,
Jean McNiff.

The sustained commitment of these four educators and educational researchers to each other and to enhancing professionalism in education since completing their doctorates in 2006-7 can be seen in the following publications.



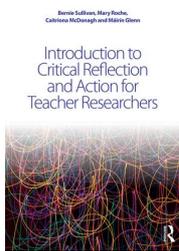
Enhancing Practice through Classroom Research: A Teacher's Guide to Professional Development, 2nd Edition

By Caitriona McDonagh, Mary Roche, Bernie Sullivan, Máirín Glenn



Learning Communities In Educational Partnerships: Action Research As Transformation

By Máirín Glenn, Mary Roche, Caitriona McDonagh, Bernie Sullivan



Introduction to Critical Reflection and Action for Teacher Researchers

By Bernie Sullivan, Máirín Glenn, Mary Roche and Caitriona McDonagh

Whilst focusing on NEARI, to show the active engagement with other groups with a commitment to practitioner learning, I want to recognise that the most impressive development of a Living Theory approach to professional learning and development is in the Values Led Leadership Master Programme developed by Joy Munter at the Learning Institute in Cornwall, UK and legitimated by Newman University (see <https://www.learninginstitute.co.uk/mavalues>)

You can access Munter's writings for her Living Theory masters degree through the following evidence and values-based accounts of her professional learning:

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

<https://www.actionresearch.net/writings/tuesdayma/joymounteree.htm>

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

<https://www.actionresearch.net/writings/tuesdayma/joymounteree207.pdf>

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.

<https://www.actionresearch.net/writings/tuesdayma/joymounterrme07.pdf>

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.

<https://www.actionresearch.net/writings/tuesdayma/jmgt2008opt.pdf>

'How can I enhance the educational influence of my pupils in their own learning, that of other pupils, myself and the school?' Third Educational Enquiry Unit, 2008

<https://www.actionresearch.net/writings/tuesdayma/joymounteree3.pdf>

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

<https://www.actionresearch.net/writings/tuesdayma/joymounterull.pdf>

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.

<https://www.actionresearch.net/writings/module/joymounterma.pdf>

On the 14th April 2015 I presented the eulogy on Sally Cartwright, a professional educator, at the posthumous award of her Academic Diploma at the University of Bath. I have included Sally's writings here as Sally contributed her educational knowledge to the professional knowledge-base of education in a way that I believe could benefit the global profession of educators. you can access the eulogy at:

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

Here are the titles of Sally's Master's Units:

1) GWIST Accredited Professional Development Programme. Educational Management – BANES, 2001.

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

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

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

3) A Pilot Project: The application of the TASC process across 5 subjects to Year 7 students . 2008 <https://www.actionresearch.net/writings/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

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

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

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

6) How can I research my own practice? 2010

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

7) A Critical Reflection On My Learning And Its Integration Into My Professional Practice. 2010. <https://www.actionresearch.net/writings/module/sc3ee3creditsall.pdf>

On the 24th October 2019 I presented a TEDx talk at the University of Bolton on ‘Living Theory Research’ (see <https://www.youtube.com/watch?v=Jf1kFHLdiPY>). In the last two minutes of this 18 minute presentation I am encouraging the audience to generate and share their own living-theories. Here is a copy of an email I subsequently sent to Ansh Sachdeva, the President of the Students Union at the University of Bolton that emphasises the importance of being global citizens:

On 29 Oct 2019, at 11:45, Jack Whitehead <jack@livingtheory.org> wrote:

Dear Ansh Sachdeva, I want to congratulate the students of the University of Bolton who organised the TEDx talks on the 24th October. I enjoyed both presenting and listening to the other presenters, including yourself. I like the point on the University of Bolton website:

We are global citizens, We love TED talks and We want to share this experience with our community: The University of Bolton and beyond!

TEDxUniversityofBolton seeks to extend the TED experience at a regional level, highlighting exceptional ideas, inspiring people and creative works within our community. We explore big questions with a broad spirit of inquiry. We strive to connect people across disciplines and create conversations that drive action. Beyond the organisation of TEDxUniversityofBolton, our team form a fresh and dynamic community, always evolving and in search of new ideas and projects to share.

I have a suggestion that might help to enhance the influence of staff and students at the University of Bolton as global citizens, as well as the influence of the TEDx talks. If you click on http://ejolts-wiki.mattrink.co.uk/index.php/Main_Page you can access the Living Theory wiki. It uses Wiki technology that is freely available and that you could set up a TEDx University of Bolton Wiki page, for ongoing engagements with the TEDx speakers and the videos from their talks. I believe that the talks and the ongoing conversations could do much to enhance the global reputation of the University of Bolton.

I have copied this note to Patrick McGhee whose TEDx talk and values I found inspirational, as well as to Ianis Matsoukas and Lisa Cove because of their interest in enhancement and the reputation of the University of Bolton.

Interim Conclusion

In this contribution to the 2019 IPDA conference in Birmingham UK, I have focused on the evidence that justifies a claim to know how Living Theory research is connecting curriculum development, creativity and professional learning in local and global contexts through the value of living global citizenship. The contribution includes evidence, that is freely available from the internet, from Living Theory researchers who have generated and shared their explanations of their educational influences in their own learning, in the learning of others and in the learning of the social formations that influence their practice and understandings.

Each practitioner-researcher, uses their methodological inventiveness, to clarify and communicate the meanings of the embodied ontological values that they use as explanatory principles in their explanations of educational influence. The values of the Educational Journal of Living Theories, the Wiki of Living Theory research and living-posters have been highlighted to emphasise the international influences of Living Theory research in professional development.

The connections between curriculum development, creativity and professional learning have been highlighted, in the Masters and Doctoral degrees of professional educators, to demonstrate how a global profession of education can be seen to be emerging from Living Theory research with values of living global citizenship and human flourishing.

References

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Huxtable, M. (2019) Living Theory research: Making a difference that matters to Educational Learning and Continual Professional Development. Presentation at the International Professional Development Association conference on 29-30 November 2019 at Aston University, Birmingham, UK.

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