

Successful individual proposal for presentation at the BERA event at the University of Worcester on 'Global Perspectives: Re-imagining Education' on the 21-22nd June 2019.

Global Living Theory Research on Re-imagining Education

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This paper is focused on Global Living Theory Research on Re-imagining Education from around the world in relation to the conference foci on inclusion, sharing knowledge globally, curriculum design and its impact on knowledge generation, globalising teacher education, developing evidence-informed practice and self-improving systems, diversity, global citizenship, and intercultural education.

It analyses Living Theory projects in India, Pakistan, South Africa, the UK, North America and Mongolia to show how they are supporting the UNESCO Education 2030 goals of the development high-quality sustainable education for all across the world. The Living Theory practitioners include researchers, academics, consultants, practitioners, teachers, research students and professionals working in international development, curriculum development, educational policy and practice.

The analysis includes evidence from multi-media narratives, using digital technologies such as Skype and wikis to sustain connections with others in supporting research-informed practice in global contexts.

Living Theory research includes individuals producing and sharing explanations of educational influences in their own learning, in the learning of others and in the learning of the social formations that influence practice and understandings. The explanatory principles include the individual's ontological values that they use to give meaning and purpose to their lives. These values are inspired by the 2030 goals of a humanistic vision of education and development based on human rights and dignity; social justice; inclusion; protection; cultural, linguistic and ethnic diversity; and shared responsibility and accountability.