

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

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Presented to the International Scientific Conference on 'Identifying And Satisfying Teachers' Professional Needs – Contemporary Discourses', hosted by the Faculty of Education and Psychology of the Jan Kochanowski University of Kielce, Poland, April 4-5, 2025.

Abstract

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.

Introduction

We are assuming that you are:

- faced with waves of innovation, fresh forms of accountability and pressure to 'deliver' 'results' which makes it difficult for you to keep a focus on making a difference to your pupils/students learning that is important to you.
- You are professional-practitioners, working as teachers, who want to make a difference to people learning to flourish and help others to do so too, (White 2007) and contribute to Humanity flourishing as a benign presence in the world

The purpose of this paper is:

- To show you that contemporary teachers can realise their values-laden responsibilities as professional-practitioners and,
- 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

Despite English having the largest lexicon than any other language each word can have many meanings. 'Education', 'teacher' and 'professional' are words key to understanding and contributing to contemporary discourses about teachers' professional needs. However, they are used variously in national and international policy and strategy documents, and research papers concerned with improving contemporary education. So, we begin this paper by clarifying the meaning we are giving to 'education', 'teacher', and 'professional' with reference to the various meanings given by national bodies, such as the Charter College of Teachers, in England, and international bodies, such as the EU's Dublin Declaration (2022) and the UNESCO's Incheon Declaration (UNESCO 2015).

Having given some context to this research we give a brief summary of a Living Educational Theory Research approach to professional development. We then present and analyse data to exemplify the implications of using this approach for contemporary teachers working in Education institutions, situated in diverse contexts. In the discussion we draw on this data to present an argument for contemporary teachers, worldwide, to use this approach to help them realise their responsibilities as educators and professional-practitioners to ask and answer the questions posed by the conference from their own position. We conclude the paper by drawing together the threads of the evidence-based argument we have offered for teachers to identify and meet their professional needs with Living Educational Theory Research, and pose the questions, "So what?" and, "What now?"

We have organised the content of this paper and presentation is as follows:

1. Context
2. A Living Educational Theory Research approach to professional development
3. Data and analysis
4. Discussion
5. In conclusion – so what and what now?

Context

Our research and practice has been focused on:

- Supporting professional-practitioners to realise their values-laden responsibilities for:
 - The consequences of their practice by researching it *and*
 - Contributing the knowledge they generate in the process to a global educational knowledgebase all can benefit from

- 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” (UNESCO, 2015, p.70)

A context is needed for the words used in a discourse to be understood. They not only describe a present reality they bring the past into the present, by evoking deep frames (Lakoff, 2004), and contribute to bringing into existence a future reality. The reality we want to bring into existence is one where individuals and collectives learn to flourish, help others learn to do so too, and contribute to Humanity flourishing as a benign presence in the world.

Education

‘Education’ has been used with various meanings to serve various purposes. One purpose is to create a skilled workforce. To that end ‘education’ is primarily focussed on the efficient and effective transmission of knowledge created by our contemporaries and predecessors. When that is seen as the sole purpose of education institutions of Education, such as schools, colleges and universities may be reduced to providing efficient training and instruction necessary for an individual to secure employment and contribute to the growth of a consumer-led market. Their success is evaluated in terms of the number of people who subsequently secure high paid work and social prestige. However, there is recognition in international communities providing a skilled workforce is just one the many purposes of education. For example:

Global Education is education that enables people to reflect critically on the world and their place in it; to open their eyes, hearts and minds to the reality of the world at local and global level... It involves respect for human rights and diversity, inclusion, and a decent life for all, now and into the future. (A European Strategy Framework for Improving and Increasing Global Education in Europe to the Year 2050’ (Dublin Declaration, 2022)

Education is a human right and a force for sustainable development and peace. Every goal in the 2030 Agenda requires education to empower people with the knowledge, skills and values to live in dignity, build their lives and contribute to their societies. (UNESCO, 2015)

The UNESCO International Commission goes further in the ‘Futures of Education’ (UNESCO, 2021). UNESCO established the commission in 2019 to reimagine how knowledge and learning can shape the future of Humanity and the planet.

The right to education must be expanded to include the right to quality education throughout life. Long interpreted as the right to schooling for children and youth, going forward, the right to education must assure education at all ages and in all areas of life. From this broader perspective, the right to education is closely connected to the right to information, to culture, and to science. It requires a deep commitment to building human capabilities. It is also closely linked to the right to access and contribute to

the knowledge commons, humanity's shared and expanding resources of information, knowledge and wisdom. (UNESCO, 2021, p. 12)

'The European Declaration on Global Education to 2050' (The Dublin Declaration, 2022), also emphasises a concern with improving education as a values-laden process for all, as illustrated by the summary on the first page of 'A European Strategy Framework for Improving and Increasing Global Education in Europe to the Year 2050' (ibid). Nations with their diverse cultures, histories and political and social ways of thinking, through many hours of discussion, came to agree which words to use to communicate their meaning of 'global' education, so we quote at length:

Global Education is education that enables people to reflect critically on the world and their place in it; to open their eyes, hearts and minds to the reality of the world at local and global level.

It empowers people to understand, imagine, hope and act to bring about a world of social and climate justice, peace, solidarity, equity and equality, planetary sustainability, and international understanding.

It involves respect for human rights and diversity, inclusion, and a decent life for all, now and into the future.

Global Education encompasses a broad range of educational provision: formal, non-formal and informal; life-long and life-wide. We consider it essential to the transformative power of, and the transformation of, education.

The meaning and purpose we are giving to 'education' here is as a values-laden process (Peters, 1966), which contributes to people learning life-long, life-wide to live humanely personally satisfying, and socially productive and worthwhile lives, helping others to do so too, and contributing to Humanity flourishing as a benign presence in the world. Enabling people to develop the skills, knowledge and expertise necessary to live a productive life are important as is enabling them to learn to live humanely, worthwhile lives as this quotation from Ginott (1972) illustrates:

On the first day of the new school year, all the teachers in one private school received the following note from their principal

Dear Teacher,

I am a survivor of a concentration camp. My eyes saw what no man should witness:

Gas chambers built by *learned* engineers.

Children poisoned by *educated* physicians.

Infants killed by *trained* nurses.

Women and babies shot and burned by *high school* and *college* graduates.

So, I am suspicious of education. My request is: help your students become human. Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns.

Reading, writing and arithmetic are important only if they serve to make our children more human. (p.317)

That holds for the education of adults as it does for the education of children and young people.

Two essential features characterize education as a common good. First, education is experienced in common putting people in contact with others and with the world. In educational institutions, teachers, educators, and learners come together in shared activity that is both individual and collective. Education enables people to use and add to the knowledge heritage of humanity. As a collective act of co-creation, education affirms the dignity and capacity of individuals and communities, builds shared purposes, develops capabilities for collective action, and strengthens our common humanity. (UNESCO 2021, p.13)

“What is the goal of education?” [Ginott,1972, p.10] would ask, “When all is said and done, we want [...] to grow up to be decent human beings, a ‘mensch’, a person with compassion, commitment, and caring.” Or as a dictionary defines ‘humanity’:

- compassionate, sympathetic, or generous behavior or disposition : the quality or state of being [humane](#)
- the quality or state of being [human](#) joined together by their common humanity

and Humanity

- the totality of human beings : the human race : [humankind](#)

Humanity is part of a complex multidimensional relationally dynamic global ecology. To flourish Humanity has to ensure that the part it plays is benign and we use our individual and collective intelligence to enhance rather than destroy the planet we share with other life forms.

So, to be clear, the definition of ‘education’ we are currently working with is – education is a process of learning life-long, and life-wide, to live humanely a personally satisfying, and socially productive and worthwhile life, helping others do so too, and contributing to Humanity learning to flourish as a benign presence in the world.

Which leads us on to clarifying the role and purpose of a teacher employed in an institution of Education, such as a school, college or university.

Teacher

We are thinking of a teacher as a professional educator. What distinguishes a professional educator from a teacher is an acceptance of a responsibility for one's own professional development with values of human flourishing.

Professional

The word 'professional' is given various meanings. For example:

- A long period of specialised training.
- A broad range of autonomy for both the individual practitioner and for the occupational group as a whole.
- An acceptance by the practitioners of broad personal responsibility for judgements made and acts performed within the scope of professional autonomy.
- A comprehensive self-governing organization of practitioners. (Fischer and Thomas, 1965, p. 325)

These are still seen as relevant to what constitutes a professional body in 2024. However, there is more that distinguishes a professional as a member of such a body from a professional practitioner. For example, the Australian Council of Professions' (2003) definition of a professional, which concerns their values-laden responsibilities to:

... adhere to ethical standards to which they hold themselves accountable. They are accepted by the public as possessing special knowledge and skills in a widely recognised body of learning derived from research, education and training at a high level, and *who are prepared to apply this knowledge and exercise these skills in the interest of others.* (Our emphasis) (p.1).

Similarly, Beaton (2022) who urges professionals to "combine expertise and knowledge with altruistic intent, judgment, values..."(p.32).

We make a clear distinction between being a member of a profession and *being* a professional practitioner. The professional practitioner clarifies, evolves and communicates the meanings of the values of human flourishing they embody in their practice. These meaning of embodied altruistic values, form explanatory principles in their account of their living-educational-theory. This includes taking responsibility for continuously exploring the implications of asking, researching and answering questions of the kind, 'How do I improve my educational, values-led influence in the learning of the social formation, which forms the context of my practice, those who comprise it, and contribute to the flourishing of Humanity as a benign presence in the world?'

We share the vision of education as described in the 'European Declaration on Global Education to 2050' (Dublin Declaration, 2023) as a life-long, life-wide process that: enables people to reflect critically on the world and their place in it. Education 'empowers people to understand, imagine, hope and act to bring about a world of social and climate justice, peace, solidarity, equity and equality, planetary sustainability, and international understanding' (p.3).

Adopting a Living Educational Theory Research approach helps us realise our responsibility as professional practitioners to be productive, improve our professional learning and development and contribute to "a world of social and climate justice, peace, solidarity, equity and equality, planetary sustainability, and international understanding" (ibid), and help other individuals and collectives to do so too.

Purposes of a teacher's professional development programme

We indicate two purposes here:

1. As a member of a profession teachers are expected to conform to a code of behaviour and to develop skills, knowledge and expertise to enable their pupils/students to successfully progress through the curriculum prescribed, as illustrated by the framework produced by the English Chartered College of Teacher (CCT, 2024).
2. Being professional-practitioners teachers hold themselves to account for the consequences of their practice and contributing to the growth of a global educational knowledgebase. They realise these responsibilities by continually researching their practice to understand and improve it and generating valid, values-laden explanations for their educational influences in their own learning, the learning of their students and colleagues, and in the learning of the institution of education which is the context of their practice.

Engaging in Living Educational Theory Research enables a teacher's professional development programme to serve both purposes. As they do so they take responsibility for their practice and contributing to contemporary discourses by asking and answering questions, such as:

1. What as a contemporary teacher do I expect?
2. Which of these needs are the most important to me?
3. What is my level of satisfaction?
4. Where are the areas of satisfaction and frustration I experience as a contemporary teacher?
5. What can the deprivation of my professional needs lead to and
6. How can I prevent its negative effects?

A Living Educational Theory Research approach to professional development

At a conceptual level, Living Educational Theory Research is an academically well established, professional-practitioner educational research, paradigm and methodology. At a practical level, it is a continual process that a practitioner engages in to research into their practice to understand and improve it, and create their own

living-educational-theory. A living-educational-theory is the term coined by Whitehead in the 1980s for a valid, values-laden explanation, generated by a practitioner for their educational influence in their own learning, in the learning of others and in the learning of the social formations, which form the context of the practice (Whitehead, 1989).

At the heart of Living Educational Theory Research approach to professional development is the acceptance of a responsibility for one's own professional development. This responsibility is focused on asking, researching and answering questions of the kind, 'How do I enhance the educational influences of my professional practice, in my own learning, in the learning of others and in the learning of the social formations within which my practice is located, with values of human flourishing?' This form of research includes the generation, and making public so all can benefit, valid, evidence-based and values-laden explanations for claims of the practitioner to have had an educational influences in learning, as contributions to the global knowledgebase.

In the course of their research practitioners identify where they experience themselves as a living contradiction in the sense that the 'I' of the practitioner-researcher holds together a commitment to live values of human flourishing as fully as possible, together with the experience that these values are not being lived as fully as possible in practice. The practitioner clarifies the embodied meanings of these values in the course of their emergence through their research. The values are embodied in the sense of being expressed by the practitioner in what they are doing. These values are used as standards to judge improvements in practice and as epistemological standards in judging the validity of the knowledge-claims in explanations for educational influences in learning.

Words alone are not sufficient to communicate the meaning of these values. A method of empathetic resonance (Whitehead, 2010) was developed for clarifying and communicating the meanings of these embodied values. This method involved both lexical definitions and ostensive communications of meaning. Lexical definitions in which the meanings of words are defined in terms of other words are used to initially focus on the lexical meaning of the value. Moving a cursor along visual digital data, to the places of greatest empathetic resonance with the value, is used to clarify and communicate the relational and dynamic meaning of the embodied expression of the value. This process, in relation to the value of a passion for compassion has been demonstrated by Naidoo (2005).

Critical friends are asked to suggest ways to improve the research and help to test the validity of the knowledge claims as the account of the research is created. They are often asked question based on those Habermas's (1976, pp. 1-2) proposes:

- How could the comprehensibility of the explanation be improved?
- How could the evidence offered to justify the knowledge-claims be strengthened?

- How could the sociohistorical and sociocultural understandings in the explanations be deepened and/or extended?
- How could the authenticity of the explanation be enhanced?

As with all research, it is important to include clear procedures for establishing the validity of any knowledge-claims in the explanations for educational influences in learning. Popper (1975) defined a process of validation as the mutually rational control of critical discussion:

... I hold that scientific theories are never fully justifiable or verifiable, but that they are nevertheless testable. I shall therefore say that objectivity of scientific statements lies in the fact that they can be inter-subjectively tested. The word 'subjective' is applied by Kant to our feelings of conviction (of varying degrees)... I have since generalized this formulation; for inter-subjective *testing* is merely a very important aspect of the more general idea of inter-subjective *criticism*, or in other words, of the idea of mutual rational control by critical discussion. (p.44)

To provide such mutual rational controls, the validity of explanations is usually subjected to the criticism of peers asked to answer the following questions that are influenced by Habermas' (1976, pp. 1-2) four criteria of social validation:

- i) Is the explanation comprehensible?
- ii) Is the evidence in the explanation sufficient to justify the knowledge-claims?
- iii) Does the explanation include sociohistorical and sociocultural understandings of their influence in the practice and explanation?
- iv) Is the explanation authentic in the sense of showing that the professional practitioner is living her or his values as fully as possible?

In Living Educational Theory Research it is important to understand that the methodology, used in the research, emerges in the course of generating a valid, evidence-based and values-laden explanation of educational influences in learning, with values of human flourishing. The methodology is not predefined and applied, at the beginning of the research, as in many other approaches (Creswell, 2007). The methodology emerges in the course of generating the explanation in a process that involves methodological inventiveness (Dadds and Hart, 2001, p. 166).

Data and analysis

Evidence is offered to support the argument that justifies teachers adopting a Living Educational Theory Research (Whitehead, 2024, Whitehead & Huxtable, 2016)) approach to their continuous professional development, wherever they work. By using this approach teachers develop forms of teacher education and practice that are inclusive, equitable and promote lifelong learning opportunities for all.

The following research accounts, all freely accessible, are drawn on to illustrate how this approach has helped educators in Europe, and worldwide, to identify and meet their own professional needs, and help others do so too.

Using a Living Educational Theory Research approach to one's professional development can take place over months and years rather than hours or days. The access to the evidence-based analyses below, of Joy Mounter's professional development took place over more than 19 years as she developed her Living Educational Theory Research approach to her professional learning.

The data begins with Mounter's first Educational Enquiry Unit in 2006, on her Masters Programme at the University of Bath. It continues in two further Educational Enquiry Units, a Research Methods Unit, an Understanding Learners and Learning Unit and a Gifted and Talented Unit. It includes Mounter's Masters' dissertation (Mounter, 2012), on her professional learning as a headteacher. The analysis moves onto Mounter's doctorate, successfully completed in 2024. The University of Cumbria awarded Mounter a PhD for her thesis, '*A Living Educational Theory Research approach to professional development*', as making an original contribution to knowledge.

First Educational Enquiry Unit, How can I live my personal theory of education in the classroom to promote self reflection as a learner? November, 2006.

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

Second Educational Enquiry Unit, Language of learning to the language of educational responsibility. November, 2006.

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

Research Methods in Education Unit. 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? 2007

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

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

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

Understanding Learning and Learners Unit. Can children carry out action research about learning, creating their own learning theory? 2008

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

MA Dissertation. 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? December 2012

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

PhD Thesis, 2024 A Living Educational Theory Research Approach to Continuing Professional Development in Education.

<https://www.actionresearch.net/living/2024MounterPhd.pdf>

The reason we want to highlight Mounter's writings is because of her sustained commitment and perseverance in living her values of human flourishing as fully as possible and for her research into a Living Educational Theory Research approach to professional development. Mounter's professional practice includes the generation and sharing of her explanations for educational influence in her own learning, in the learning of others and in the learning of the social formations within which her practice is located.

Other examples are:

Samantha Kahts-Kramer (South Africa) – Higher Education lecturer and educator. In her paper, published in EJOLTS, on From “participation” to “transformative participation”: My living-educational-theory of Facilitating Transformative Continuing Professional Development (see

<https://web-cdn.org/s/1445/file/node/17-1.pdf>):

I collaborated with various stakeholders, including ten primary school teachers working in low-resource South African schools. I actively refined my evolving educational beliefs by seeking feedback from several of my expert critical friends. Through rigorous reflection, I formulated my research question: "How do I interpret *participation* as a CPD facilitator in fields such as Physical Education (PE), and how can this understanding be effectively conveyed to others?"

Swaroop Rawal (India) – educator. Whilst engaging in Living Educational Theory Research, made her original contributions to educational knowledge during her doctoral research as a school-based educator, in her thesis 'The Role Of Drama In Enhancing Life Skills In Children With Specific Learning Difficulties In A Mumbai School: My Reflective Account' (see

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

Some Key Positions she has subsequently held:

- Non-government member of Central Advisory Board of Education, India.
- Board of Studies of the School of Entrepreneurship & Family Business Management, Narsee Monjee Institute of Management Studies, Mumbai
- Founder of Early Childhood Association, India
- Editorial board member of Educational Journal of Living Theories
- Member of Governing Council of Save the Children-International (Worcester, 2021)

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 (see <https://www.actionresearch.net/living/sadruddin.shtml>) provides the evidence that supports his claims that:

...my multidimensional inquiry offers five transformative visions for teacher education and research practices in Pakistan: 1) A living-educational-theory of inclusive co-leadership with embodied values of intention of doing good for others, humility for humanity, care of self and others with ecological consciousness, love and peace; 2) The metaphor of montage conceiving a liberating view of curriculum; 3) Critical-creative pedagogies for empowering view of education; 4) A holistic view of authentic-developmental assessment; and 5) An innovative-integral view of transformative research. These key learning outcomes are likely to bring emancipatory and transformative soul in the culturally embedded linear teacher education program. (March 17, 2016)

Many more examples are freely accessible from <https://actionresearch.net/> and <https://ejolts.net/>.

Discussion

Data has been selected and analysed to illustrate how teachers as educators and professional practitioners have come to understand their practice and what they want to achieve in educational, values-laden terms. The consequence of teachers not recognising and meeting their need to feel they are doing something worthwhile is that many leave teaching feeling frustrated and disillusioned. In the discussion we use the data to illustrate the implications for teachers of adopting a Living Educational Theory Research approach to professional development alongside programmes to develop skills, expertise and knowledge particular to their field of practice and context. 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 and meet their professional needs, will be highlighted. Questions posed by the conference are used to frame the discussion.

The title of the conference, ‘Identifying and Satisfying Teachers’ Professional Needs – Contemporary Discourses’ begs two questions: Which discourses, engaged in by whom and for what purpose?

Answers to questions are influenced by who is asking and why, so it is important to clarify:

- Who are concerned to identify and satisfy teachers’ professional needs and why?
- What are the contemporary discourses referred to and whose needs do they serve?

The conference questions imply that it is a third party asking but it unclear as to why.

- What do contemporary teachers expect?
- Which of these needs are the most important?
- What is their level of satisfaction?
- Where are the areas of satisfaction and frustration of contemporary teachers?
- What can the deprivation of professional needs lead to and how can its negative effects be prevented?

However – the wording of the thematic areas of the conference imply that it is a teacher working in an institution of Education who is asking and they want to create answers to the questions in order to improve what they are doing as a professional educator. So, we the data we have presented and analysed illustrate teachers realising their responsibilities as educators and professional practitioners and in the process create answer to questions such as:

- What do I as a contemporary teacher expect?
- Which of these needs are the most important to me?
- What is my level of satisfaction?
- Where are my areas of satisfaction and frustration as a contemporary teacher?
- What can the deprivation of my professional needs lead to? and
- How can I prevent its negative effects?

By contributing accounts their research to a globally accessible knowledgebase they enable others to draw on the knowledge they have created to improve education worldwide and so contribute to the learning of individuals and communities to flourish, help others do so too, and bring into being a better world.

In conclusion – so what and what now?

We conclude the paper by drawing together the threads of the evidence-based argument we have offered for teachers to identify and meet their professional needs with Living Educational Theory Research, and help others do so too and ask you – what difference, if any, has this exchange of reflections and experiences regarding the professional needs of teachers made to your future practice as a professional practitioner working in Education?

So what?

It is easy to get consumed by the relentless drive to ‘prove’ you are a productive member of the social formation, which is the context of your practice. The demand from ‘above’ that you show what you are doing is productive in terms of quantifiable ‘standards’ and those standards are not just being reached but are being exceeded is

relentless e.g. the latest dictum from Musk. But as we have argued there is more to being an educator and professional practitioner.

Living Educational Theory Research helps teachers to keep a focus on realising their values-laden responsibilities as educators and professional practitioners as they contribute to the social formation within which they practice realising its productive *raison d'être* and contributing to Humanity flourishing as a benign presence in the world. As teachers focus on researching their educational, values-based practice they reconnect with what it is important that gives their practice meaning and purpose. Meeting targets, being productive, is important but of equal importance is to ensure their pedagogy is consistent with the life-enhancing purpose of what they are doing.

Living Educational Theory Research has helped many to:

- Hold themselves to account for the consequences of what they do, by continually seeking data to enable them to understand, improve and evaluate the educational, values-focused influence of they are having
- contribute to the social formations realising all their *raison d'être* which are the context of realising its values-based purposes
- extend the cognitive range and concern of others and themselves by critically and creatively engaging with the work of others, and their own, to improve their professional practice and expertise in the field of their practice
- enjoy the pleasure that comes with realising your educational values as fully as you can in practice in a researching Community of Practice in a local and global real world

What now?

We have shown how professional-practitioners have made a worthwhile difference to education by using a Living Educational Theory Research approach to professional development 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 question that remains is, what will you do now to identify and satisfy your professional needs as a teacher, help other educators to do so too, and contribute to the growth of a global educational knowledgebase with values of human flourishing, we can all benefit from? What **partnerships, networks and collaborations** will you develop that will take forward some purposeful and real projects to support the development and vision of high-quality sustainable *education* for all across the world and contribute to progressing contemporary discourses.

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