

A Living Educational Theory Research Approach to Teacher Education professional development in Europe

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300 word maximum

In a Living Educational Theory Research approach individual teachers and teacher educators take responsibility for their own professional development in inquiries of the kind, 'How do I improve my educational influences in learning with values of human flourishing?' This includes contributing their explanations of educational influence in their own learning, in the learning of others and in the learning of the social formations within which the practice is located, to the European and Global knowledge-base of education.

In relation to our positionality we locate the current scenarios that characterize teacher research and practice in relation to the Magna Charta Universitatum (MCU 2020), the Global Education Network Europe (GENE 2022) and the European Declaration on Global Education to 2050 (Dublin Declaration 2023). We identify a main challenge for teacher research and practice to be epistemological and political in a response that generates a valid, evidence and values-laden approach to the professional development of teachers and teacher educators in Europe. We call this a Living Educational Theory Research approach and have distinguished related values and perspectives and the primary issues and proposals for policy recommendations at the national and international levels (Huxtable & Whitehead, 2022; Whitehead & Huxtable, 2023).

Starting from theoretical constructs, epistemological insights, specific historical trajectories and evidence-based research (Whitehead & Huxtable, 2024), we discuss the current and potential relaunch of teacher education research and practices in terms of a Living Educational Theory Research approach to teacher professional development in Europe. We do this by examining past developments, while also considering future challenges in relation to the archive of living-educational-theories at <https://www.actionresearch.net/living/living.shtml>

In particular, we focus on how teacher research and practice can influence the development of a sustainable, peaceful and equitable teaching/learning processes that acknowledge the concept of pluralism, diversity and differentiation in order to design innovative education policies.

Sub-themes:

- i) Teaching and learning challenges and professional development
- ii) Teacher education and pedagogical perspective in uncertain times: history, theory, policies and practices

Keywords: Living Educational Theory Research; Professional Development; Values of Human Flourishing.

10 references maximum

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The International Professional Development Association.

In 1974, the first issue of the British Journal of In-Service Education was published. From the first issue of Volume 24, 1998, the journal changed its title from *British Journal of In-service Education* (BJIS) (ISSN 0305-7631) to *Journal of In-service Education* (ISSN 1367-4587). From 2009 the title was changed to *Professional Development in Education*. Following 50 years of professional engagement, since the first issue of BJIS the issues that Whitehead focused on (1977, 1980, 1983) in improving learning in schools, the knowledge base of educational

theory and the use of personal educational theories in in-service education, remain a focus of our concern in contributing to professional development in education. In doing this we agree with Bates (2024)

I sincerely believe that IPDA has made, and will continue to make, a contribution to continuing professional development. The issues of the 1970s, arising from a lack of co-ordination, have been supplanted today by what many see as an over-centralised and over-regulated system stifling the creativity of teachers. It is clear that there will always be a need for independent bodies to assess and hopefully limit the damage and IPDA is well placed to carry out that task. (Bates, 2024
<https://ipda.org.uk/aboutipda/the-story-of-ipda/>)

Magna Charta Universitatum

An increasing number of universities are becoming signatories to the Magna Charta Universitatum (MCU 2020) (<https://www.magna-charta.org/>) as countries are working together to realise a better future, encapsulated in the GE2050 European Declaration on Global Education to 2050 (<https://www.gene.eu/ge2050-congress>). We see this paper as a contribution to the guidelines and resources to enable universities across the world to define, achieve engagement with and live effectively in accordance with their values in the Living Values Project, (see <file:///Users/jackadmin/Downloads/A10%20Values%20definition%20and%20selection%20criteria.pdf>)

We agree with the statement from this project, from international experience, that there is no generally agreed canon of values. The choice of values is a matter for each university just as each individual is responsible for their unique constellation of values of human flourishing.

The values of the Magna Charta Universitatum, that have been identified as important at the global level of higher education, include the following values: Institutional Autonomy and Responsibility; Academic freedom; Equity; Integrity Global Outlook; Creativity, Innovativeness and Excellence; Societal Responsibility; Diversity, Pluralism and Inclusiveness; Health, Well-being and a Caring Community. We engage with the idea of contributing to a collective visionary and action in professional development in education, in living these values as fully as possible for the flourishing of humanity.

European Declaration on Global Education to 2050

The Definition of Global Education:

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. (Dublin Declaration, 2023, p.3)

We share the vision of:

A world of greater social and climate justice, peace, solidarity, equity and equality, planetary sustainability, international understanding, respect for diversity, inclusion, and the realisation of all human rights for all peoples and a decent life for all, particularly the most vulnerable and excluded, locally and globally. Quality Global Education for all can play an important role in the realisation of such a world. (p.2)

By sharing this vision, we are accepting a responsibility to evaluate the educational influences of our professional development in education in relation to this vision. This includes:

Inspiring people, individually and collectively, to take action and get involved in social and environmental movements and organisations locally, nationally and globally in the fields related to Global Education. (p. 2)

We understand that:

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. (p.3)

We are also evaluating our educational influences in terms of the following commitments of Global Education in Europe (GENE, 2022)

1. To share experiences and strategies among national policymakers in global education, in order to inform best practices nationally and provide mutual support and learning.
2. To disseminate learning among Ministries and Agencies across Europe, so that policymakers in GE may learn from previous and comparable experiences to increase reach and enhance quality.
3. To develop and pursue a common European agenda on strengthening Global and Development Education.