

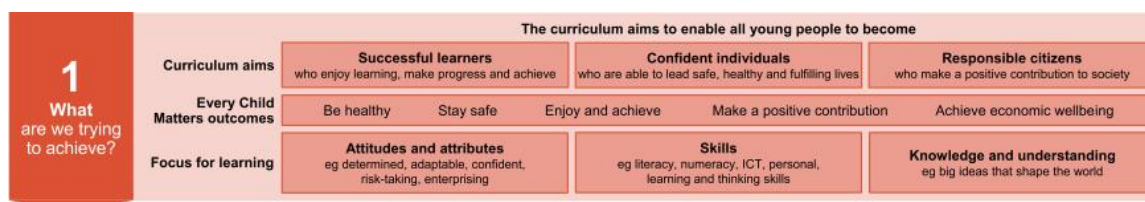
How do I know whether I am contributing to an educational world of quality, where children and young people develop the skills and understandings which enable them to live satisfying and productive lives?

Marie Huxtable, Senior Educational Psychologist

A paper presented at the BERA 2007 Annual Conference at the Institute of Education, London, 5th - 8th September, 2007

Introduction

I have worked in education since 1974 and I currently have the good fortune to be working with some of the most inspirational educators I have known. I will show you, through reflecting on examples of their practice, what I mean by a world of educational quality, which I believe QCA is also trying to describe in the draft, Big Picture of the Curriculum, document July 2007 accessed from http://www.qca.org.uk/libraryAssets/media/big_picture_of_the_curriculum.pdf 4th September 2007.



I do not intend in this paper to go into the pros and cons of the use and abuse of statistical or quantitative 'measures of impact'. I do wish to share some of my thinking, as someone who does not work directly with children, wanting to know whether I am contributing to an educational world where children and young people develop the skills and understandings which enable them to live satisfying and productive lives. In sharing my thinking it helps me create new understandings and I hope that it may provoke some questions for you that you might find useful or at least interesting.

I will begin by focussing on my educational relationships with other educators in which we are seeking to create an educational world of quality where talents can be developed to create, value and offer gifts; I will then make explicit my embodied educational values and theories as they emerge through my practice and are included as explanatory principles in explanations of my educational influence in my own learning, in the learning of others and of social formations.

Background

Let me begin by introducing myself, my work and my research within the context of national strategies, policies and knowledge-creation.

I work as a senior educational psychologist (but not in the school psychology service; a long story but not for here) in an English local authority. Through my professional life as an educational psychologist I am seeking to contribute to an educational world of quality by focussing on improving inclusive and inclusion¹ gifted and talented educational theory and practice.

¹ I will use the term inclusional in this paper to indicate I am working with Rayner's (2006) ideas of inclusionality – a dynamic awareness of space and boundaries as co-creative, connective and reflective)

I have responsibility for coordinating and developing gifted and talented education (known locally as APEX, Able Pupils Extending Opportunities) across the authority, which contributes to the vision of my employer:

"We want all Children and Young People to do better in life than they ever thought they could. We will give children and young people the help that they need to do this"

Local Authority's Children and Young People's Plan 2005

... and to the possibilities of the authority and schools creating generative, energising and integrated responses to the various and numerous national strategies and agendas such as Gifted and Talented Education, Every Child Matters, Personalisation of Learning, Inclusion, Respect for All, Curriculum for the 21st Century, Raising Standards, Study Support.... to name but a few.

My biggest challenge currently is offered by the dominating standards within the government strategies and policies by which learning and teaching are judged within a conceptual framework that defines and categorises children. The underpinning educational theories are the cultural norm in many, but not all, parts of the world as Freeman (2002) points out:

The major cultural dichotomy affecting educational provision for the gifted and talented is between the largely Eastern perception - 'all children have gifted potential' - and the largely Western one - 'only some children have gifted potential' p 9

Many educators I have spoken with in this country wish to develop inclusive educational practices that recognises and responds to the developing talents of all children and they do not find being asked to define and categorise children sits comfortably with their educational theories or values and like Hymer (2007) they are searching for ways forward.

In my higher degree research programme I am engaged in a Living Educational Theory (Whitehead, 1989) self-study of my professional practice as I explore the implications of asking, researching and answering my question, 'How do I improve what I am doing?' I am aware of current debates (Whitty, 2005; Whitehead and McNiff, 2006; Whitehead, 2007) about the distinction between educational and education research and I am seeking to make a contribution to educational knowledge that can explain the educational influences of individuals in their own learning, in the learning of others and in the learning of social formations.

Explicating My Values Through My Educational Relationships

In the course of reflecting on my educational relationships with three of my colleagues, Joy Mounter, Louise Cripps and Claire Formby and engaging with ideas from the literature I make explicit, with the help of a video-narrative, the meanings of values that contribute to my explanation of why I do what I do in education.

- I value the educator's intention to recognise and value through use, the skills and understandings the children have and their ability to co-create valued and valuable knowledge.
- I value the educator's interest in the children as people, their individuality.
- I value their desire to help the children know themselves and be the best person they can be; not just as an optional extra but it is core to what drives them.
- I value both the energy and courage that the educator brings and what they delight in as they find it in the educational relationships they create with their students and pupils.

You can see Joy and Louise in the video clips below. I know these clips well and each time I watch them I both feel a pleasure at seeing wonderful educators at work and learn more about what it is I mean when I talk of quality educational relationships and space.

In these video clips Joy is discussing the TASC (Thinking Actively in a Social Context, Wallace 2004) wheel with three of her pupils (in year 2 at the time) and how they would account for their learning. Joy (Mounter 2006, 2007) has written about the work in the modules she has completed as part of the masters programme in the University of Bath.



Joy is asking 'What use is the TASC wheel?'
<http://www.youtube.com/watch?v=hH2-5xexbAQ>



'What do you think of the TASC wheel?'
<http://www.youtube.com/watch?v=ti4syOrlDdY>



and <http://www.youtube.com/watch?v=L5qg1phEEaM>



The clip of Louise, which can be accessed from http://www.youtube.com/watch?v=7Ck_ECxcaEc shows Louise with her pupils on a day where they were engaging in enquiry as collaborative, creative mathematicians with other teachers and children. One pupil had been shown a card trick and they were trying to find out how it worked mathematically; one of her group has understood and is helping Louise understand the mathematics.

What I can see both Joy and Louise doing is listening very carefully to what the children are saying, opening a space for them to be heard, respecting them as knowledge creators and co-creators. They are not taking the children to be superior or inferior but as co-creators with something worth listening to and working with on the topic they are addressing. What you see does not just happen in 'special' situations it is part of the everyday practice of such educators. For instance the same attention in a 'formal context' can be seen when Claire Formby (2007) accepted a response from her pupil (year 2) when he brought her his knowledge of dice in the middle of a test. This narrative is given by Claire in her Learners and Learning module for her master's programme at the University of Bath.

We are working under test conditions, children spread out between tables, hard back books forming screens between them. A small group of special needs children is working through the test with an LSA outside the classroom. It is very quiet as I read out each question to the children and they then think about it and write their answers in the test booklet. It is not exactly fun but we are making the best of it!

Then out of the blue comes an unexpected moment of creativity. The question in the test asks,

"The opposite sides on a dice add up to seven. The first picture shows one side of a dice (picture of one side of dice with 3 spots). The second picture shows the opposite side of a dice. Draw the missing dots on the second picture."

O's hand shoots up and I can see he is desperate for my attention. "Yes O?" I say. "All opposite sides on a dice add up to 7 Mrs Formby," he informs me confidently.

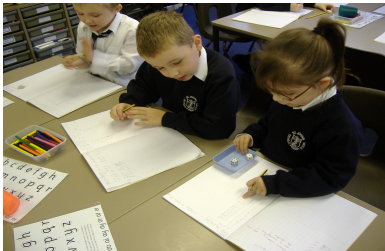
All sorts of thoughts flash through my mind, such as "I didn't know that and I'm 48, but then I never really bothered to look." And "I'm beginning to glimpse what makes you tick, O, and why you are so good at maths." Later, when O has shown the whole class that opposite sides on a dice do indeed add up to 7, I ask O how he discovered this. "Well" he said solemnly, "Sometimes I make dice out of blu tac with my brother (who is 10) and we put the spots on with the end of a pencil. Then we play with them."

I know I have hit on something really crucial here, something that is missing from much of my numeracy teaching – the fun and pleasure to be enjoyed when playing with numbers. The Year 2 curriculum is extensive, the pressure is great to push children to reach the next SATS level but the sacrifice is perhaps even greater. Isn't it better to know that opposite sides on a dice add up to 7? (reflective diary 19/11/06)p 5

Claire didn't just ignore it as most would have done, seeing it as irrelevant and that O was off task. She took it for what it was, a pointer that this lad might know something she didn't, an opportunity to connect with his passion and to bring his energy for enquiry and his ability to create and co-create new knowledge into the class. Again she did not just respond to him as transmitter of information but as someone able to take himself and others forward in creating new valued and valuable knowledge. The questions that emerged led the whole class to explore a variety of mathematical concepts with the enthusiasm and excitement of mathematicians for a number of lessons.



R and O absorbed in the task of dice rolling!



G asking her partner to check her adding!

As can be seen from the captions, not all activity would be thought of as enthralling, unless of course you are really taken with rolling dice and adding up, but you can see the children engrossed. The children are engaged because they want to explore a question that excites them as mathematicians; learning to add swiftly has its uses and gathering data has real purpose which provides the energy.

So, that is one quality that carries hope for me, the educators intention to recognise and value through use, the skills and understandings the children have and their ability to co-create valued and valuable knowledge. The knowledge can be seen to be valuable as the children and adults have an influence in the learning of the others in the class; adult as well as children. This same point is made by one of Whitehead's master's student in an email to him

You offer acceptance of me for what I am and push at the boundaries of what I could become. You accept ideas, puzzlement and confusion from me as part of a process of me coming to understand but the understanding reached seems always a new understanding for us both. I think I've seen our work as collaborative parallelism – Erica Holley before 23rd Jan 05

The valuing of the knowledge that is offered by others is not as facts to be regurgitated. The educators I have brought to you through this paper are only really satisfied if they see their pupils and students going beyond what they offer. It is described by what is thought of as the higher levels of thinking in Bloom's (1956) taxonomy; analysis, synthesis and evaluation, and is better described by West-Burnham (2006) where he talks of profound learning.

What other quality excites me when I see it as educators work with pupils? They are interested in the children as people, their individuality, and they want to help the children know themselves and be the best person they can be; not just as an optional extra but it is core to what drives them. Biesta (2006) expresses it well

"...if it is conceded that education is not just about the transmission of knowledge, skills and values, but is concerned with the individuality, subjectivity, or personhood of the student, with their "coming into the world" as unique, singular beings. (p. 27)."

What do I mean by that? Look again at the videos of Joy and Louise and read what Claire has written; their prime interest is in knowing their pupils, they want to know what makes them tick, what the children's passions are, what is at the core of each child as a person and what will help

him/her on their journey, whatever that might be whether that is support to create new learning, recognise and value what they and others are creating or to understand themselves, the way they want to be in the world and the standards by which they judge their life as satisfying and productive.

The 'coming into the world' that Biesta talks of brings me to energy and courage. It is both the energy and courage that the educator brings, and what they delight in as they find it in the educational relationships they create with their students and pupils. You can hear it in the heading to Joy Mounter's (2006) assignment where she wrote 'The Time is Now! 'The time is now, break free and fly..... if you have the courage!'

I can hear it in the declaration by Louise Cripps in the paper she presented at the 2007 World Conference for Gifted and Talented Children where she states

"I am currently working with the understanding that all people have talents which it is our responsibility as educators to create an educational environment where those talents can be nurtured and grown. As those talents emerge, we may also have the ethical responsibility of helping the learner to be able to use them to give back to the community as gifts to enrich and build up the community."

Claire Formby (2007) brings it into her account

"However even in the midst of these pressures the children can still find excitement and inspire me." p 5

When I talk of energy I do not just think of activity but also within the calm; I understand it as a dynamic ebb and flow within educational relationships and spaces as Louise Cripps (2007) expresses:

I have also been able to identify this in the primary school learners I have worked with for 20 years, and it raises the question for me about creating the need for reflective space in educational relationships and in communities of learners.

This link between energy and courage is made for me by Vasilyuk (1991) when he wrote

"For a person 'taken over' by a higher spiritual value, choice ceases to be an urgent problem, for he has, as it were, made his choice once and for all, found himself and his own forward momentum, the source of meaning for existence, 'the truth of life' – and by doing so has made in advance (not in detail but in principle, not in externals but in point of value and meaning) all subsequent choices. Value lights up the whole life of a human being from within, filling it with simplicity and true freedom – freedom from hesitation and fear, freedom to fulfil creative capabilities." (p. 120,121)

To make the choice that Vasilyuk talks of requires determination and focussed effort to get to that point; no one just arrives it is only through learning as Biesta (2006) describes

"...we might see learning as a reaction to a disturbance, as an attempt to recognize and reintegrate as a result of disintegration" p 27

It is through that learning I believe we can understand ourselves not only as learners but as the person we are and want to be in the world, what our values are, the theories we embody to account for our lives, what motivates us that changes dreams to aspirations to living realities... Covey's (2004) phrase has stuck in my mind ever since I read it.

“Between stimulus and response there is a space. In that space lies our freedom and power to choose our response. In those choices lies our growth and our happiness.” p. 43.

It is a space that educators enable their pupils or students to be mindful of. It is a space they neither leave as a void nor one that they remove themselves from.

You can see a similar commitment of educators to being in that space educationally in the titles of some of these master units that have been accredited by the University of Bath.

- Stephen Bamford - How do I improve what I am doing, provide evidence that I have done so and live my values more fully? Accessed 23rd August 2007 from <http://www.jackwhitehead.com/tuesdayma/ehee06.htm>
- Margaret White - How do I research the relationships that are created within my primary classroom? <http://www.jackwhitehead.com/tuesdayma/rme06/margaretwhiterme.htm>
- Ros Hurford - How has my own development as a learner influenced the changes I have made in the way I teach, and how has this affected the learning of my pupils? Accessed 23rd August 2007 from <http://www.jackwhitehead.com/tuesdayma/roshurfordull.htm>
- Ed Harker – How can I carry out Masters level educational research without abandoning my own educational values? Accessed 23rd August 2007 from <http://www.jackwhitehead.com/tuesdayma/ehee06.htm>

They have all shown how they are trying to improve their practice through living and researching their living educational values and theories and have shown their generosity and courage in sharing their work at the meetings that I contribute to and helping and making their accounts public.

I feel a productive pleasure at being part of the groups where these and other like minded educators work together with Jack Whitehead on their masters programme asking, answering and researching questions that are important to them personally as they work to improve their practice and live their values as fully as they can. In explaining my educational influences in my own learning and in the learning of others I am aware of my contribution in helping to bring together teacher-researchers into this masters programme offered locally by Jack Whitehead and funded by TDA . The group is gradually growing as I continue to both ‘advertise’ the opportunity through email and fliers and to actively encourage educators when I meet them who I feel are looking for a way to create and improve their own educational understandings and practice and who I can often hear express a frustration, as I did, with the traditional social science approaches. Some members of the group have brought along colleagues they know are open to such a different approach as living educational theory. I also contribute to the meetings through engaging with and sharing my own enquiry, responding to emails and posting what I find and am offered which I find interesting, useful or stimulating on a website I have started as I try to improve my own practice.

I hope that you feel by this point I have described some of the core features of what I believe education is about and what I value and want to see more widely spread; not schooling, not training but education.

Up to this point I have tried to explain what I understand to be a world of educational quality, the gifts created, valued and offered by educators who contribute to that world in education establishments and how I recognise their contribution. In that I hope you will feel I have been responding to the challenge that Snow (2001) offered

“The challenge is to enhance the value of personal knowledge and personal experience for practice. Good teachers possess a wealth of knowledge about teaching that cannot currently be drawn upon effectively in the preparation of novice teachers or in debates about practice. The challenge here is not to ignore or downplay this personal knowledge, but to elevate it. The

knowledge resources of excellent teachers constitute a rich resource, but one that is largely untapped because we have no procedures for systematizing it.” (p.9)

I now want to go further to see if I have understood a little more about the contribution I am trying to make in my role coordinating and developing the APEX work and how I know whether I am making it.

This is what I can see myself as doing

I have tried to show you something of what I mean by a world of educational quality where children can learn to live satisfying and productive lives, how I see educators contributing to it and the form of evidence that enables them to create answers to questions of the form ‘how do I improve what I am doing? Through this exploration my own values have emerged more clearly and my desire to be the influence I value in others by working with:

- an intention to recognise and value through use, the skills and understandings of the other, and their ability to create and co-create valued and valuable knowledge
- an interest in, and respect for, the other as a person with complex multidimensional individuality ,
- the intention to help that person live as satisfying and productive a life as possible, as judged and determined by that persons standards; not just as an optional extra but it is core to what drives me
- energy and courage and the pleasure of the energy and courage I find in the educational relationships I have with others

National strategies and agendas offer opportunities and support to us in our educational endeavours as well as challenges. I agree with what is expressed in the CWDC Induction Training Programme: for Level 3 / 4 children’s workforce practitioners – Learning Mentor Role Specific Modules: Handbook

“What we value and believe has an impact on how we behave and the choices that we make. It is therefore very important that practitioners examine their values, beliefs, attitudes and opinions and consider how these may affect their practice ...

- *Beliefs are what we hold to be true*
- *Values are what we hold to be important.*

p. 8 accessed from <http://www.standards.dfes.gov.uk/learningmentors/downloads/ModAHB.pdf>

I have found that when I can keep a focus on researching my values and theories I can respond to the values expressed in the national strategies and policies and work creatively with the materials and practices they are offering and maintain the enthusiasm and hope that keeps me doing what I do. For example, in December 2006 I sent an email to schools summarising the DFES position at that time with respect to the national gifted and talented education initiative and I offered a local response as follows:

My focus in coordinating APEX is to contribute to the development of an inclusive educational understanding of the creation of gifts and talents through supporting educators and schools to research answers to two questions:

- *How am I/how is my school, helping all pupils generate, reveal, develop and share their gifts and talents?*
- *How am I/how is my school, improving my/its practice and contributing to an educational environment of quality.*

You will be aware of the advice and training to support challenge in the curriculum provided by the school improvement team, the support to develop an inclusive school through the Inclusion Quality Mark led by Chris Jones (Inclusion Officer), the work that comes under the umbrella of the Participation Sub Group of the Children and Young People's Strategic Partnership chaired by Rosie Dill...

I am seeking to add to that tapestry of support and opportunity by, for instance (summarised):

- *Encouraging schools to use the self-evaluation framework offered by the NACE (National Association of Able Children in Education) Challenge Award.*
- *Supporting educators seeking to improve their practice through practitioner research*
- *Connecting educators with an enthusiasm to creatively engage with children and young people as, for example, mathematicians*
- *Informing schools about P.A.S.S. (Pupil Attitudes to Self and School) which can contribute to amplifying the pupil's voice.*
- *Organising the APEX Saturday workshops, summer schools and collaborative, creative enquiries and sharing understandings of developing quality learning opportunities beyond the curriculum*

I will update you in the New Year with the developing programme which I hope will contribute to your possibility of creatively engaging with the challenge offered by the DFES to continue to improve educational practice from the bedrock of your educational values and theories.

I took heart from the emailed response of a Head teacher:

I think you've given schools a really strong clear way of creating a climate for learners in 'generating, revealing, developing and sharing each others' gifts and talents'

I believe it is from this position that I can contribute to the generative possibilities of the local authority and schools engaging with other national strategies, for instance the standards agenda underpinned by the National Curriculum as can be seen in this extract from the values statement:

We value ourselves as unique human beings capable of spiritual, moral, intellectual and physical growth and development.

On the basis of these values, we should:

- * *develop an understanding of our own characters, strengths and weaknesses*
- * *develop self-respect and self-discipline*
- * *clarify the meaning and purpose in our lives and decide, on the basis of this, how we believe that our lives should be lived*
- * *make responsible use of our talents, rights and opportunities*
- * *strive, throughout life, for knowledge, wisdom and understanding*
- * *take responsibility, within our capabilities, for our own lives.*

Relationships

We value others for themselves, not only for what they have or what they can do for us. We value relationships as fundamental to the development and fulfilment of ourselves and others, and to the good of the community.

... the document concludes:

Schools and teachers can have confidence that there is general agreement in society upon these values. They can therefore expect the support and encouragement of society if they base their teaching and the school ethos on these values. Accessed from

http://www.nc.uk.net/nc_resources/html/values.shtml

As educators we should be delighted with the National Curriculum which represents a selection of skills, understandings and knowledge that generations have given their time and energies to creating. I can hear their stories, listen to them and engage with them, valuing through usage what they offer – offer not deliver – to engage my imagination as I value my own and other learners' embodied knowledge and create and co-create new knowledge with them. The devil is in the detail; it is in the dynamic that what they have to offer is to be understood as contributing to my creation, offering and valuing of educational gifts. What can be delivered are the bricks not the building; in creating a building that I wish to live and play in I don't wait till I have a pile of bricks at my feet but at the same time I know I can't design my building without an appreciation of the materials available and the people who will inhabit it with me - the interplay is recognised as dynamic and mediated by my imagination.

The National Curriculum offers the 'bricks' as 'content' drawn from the disciplines by the prevailing wisdoms of what is considered to be useful additional grist to individual mills. One aspect of the role of the educator is to make that grist accessible but not to the exclusion or domination of our primary educational responsibilities as educators, that of improving the quality of educational relationships and spaces. As A.N. Whitehead (1962) said:

"In training a child to activity of thought, above all things we must beware of what I will call "inert ideas" – that is to say, ideas that are merely received into the mind without being utilised, or tested, or thrown into fresh combinations. (p. 1,2)

Education with inert ideas is not only useless: it is, above all things, harmful – Curruptio optimi, pessima".

I now hesitate to use the word teacher as it has become synonymous with what I would understand as instructor and trainer. We do need very good instructors and very good trainers but perversely not all good educators are good instructors or good trainers and visa versa.

Conclusion

I have tried to show you what I mean by an educational world of quality, where children and young people develop the skills and understandings which enable them to live satisfying and productive lives, and illustrate the educational contribution made by educators. I went on to explain my values that emerge through my enquiry, give you an example of how I believe I contribute and the living standards of judgement which influence my contribution. I have argued elsewhere (Huxtable and Whitehead, 2007) that

"...the gifts and talents of all pupils can be engaged and enhanced in improving the quality of learning by moving beyond attempts to define and categorize people in terms of an objective measure or judgment of gift and talent".

I hope through this account you can see my commitment to educational practice that embodies inclusive and inclusional educational values and that you understand that as I talk of 'gifts' I am talking of a dynamic concept where 'gifts' are understood through their creation, valuing and offering. I have tried to show you how I have sought to resolve my conundrum faced with the contradictions inherent in national strategies by focussing on the values explicitly or implicitly embedded within them.

Through the process of creating this paper I have learnt more about the values that are embodied in my practice, which I see reflected in that of educators I admire. I understand that what I seek to do is create educational spaces and relationships where the values I hold can be expressed, that is:

- an intention to recognise and value through use, the skills and understandings of the other, and their ability to create and co-create valued and valuable knowledge
- an interest in, and respect for, the other as a person with complex multidimensional individuality ,
- the intention to help that person live as satisfying and productive a life as possible, as judged and determined by that persons standards; not just as an optional extra but it is core to what drives me
- energy and courage and the pleasure of the energy and courage I find in the educational relationships I have with others

To recognise and value my 'i' is not easy for me and I experience considerable discomfort in writing this paper, in this I recognize myself as living a contradiction (Whitehead, 1989). I have to remind myself periodically that I must hold myself as 'other' – not super or sub ordinate to 'other', but as an equally valuable and valued part of 'we' as in an inclusional 'i~we' relationship (Whitehead and Huxtable, 2006) or as I am beginning to understand might be expressed in an ubuntu way of knowing (Charles, 2007). However I persist despite the discomfort as I do think there is something healthy, energizing and deeply educational that comes from inclusional educational relationships with a mutual focus in enquiry through living theory research. The email from Erica to her supervisor,

You offer acceptance of me for what I am and push at the boundaries of what I could become. You accept ideas, puzzlement and confusion from me as part of a process of me coming to understand but the understanding reached seems always a new understanding for us both. I think I've seen our work as collaborative parallelism – Erica Holley before 23rd Jan 05

expresses my pleasure as a student when I recognize I have had an educational influence in 'other' who is in the role of educator/supervisor. I believe I hold a special responsibility towards the children as educator. I hold that responsibility at the forefront of my intention but I believe I also hold a responsibility for opening myself to the educational influence of 'other', adult or child, in my own learning; opening the possibility for that respectful connection through a reciprocal flow with the enquiry as the focus and an awareness of the relationship between pupil and educator as people where each has a responsibility towards the other and for themselves. I wish to be very clear that I do not hold a responsibility *for* the other; I do not see I have the right or capacity to disempower someone else anymore than I would allow someone else to take responsibility *for* me.

How far I have succeeded in communicating to and with you will only emerge from your response to what you read; has your imagination been stimulated constructively and creatively?

Reference:

Biesta, G. J. J. (2006) *Beyond Learning; Democratic Education for a Human Future*. Boulder; Paradigm Publishers.

Bloom, B (1956) *Taxonomy of Educational Objectives: The Classification of Educational Goals*. Michingan: Longman

Charles, E. (2007) *How Can I Bring Ubuntu As A Living Standard of Judgement Into The Academy? Moving Beyond Decolonisation Through Societal Reidentification And Guiltless Recognition* PhD. Thesis; The University of Bath Retrieved on 4th September 2007 from <http://people.bath.ac.uk/edsajw/edenphd.shtml>

Covey S (2004) *The 8th Habit: From Effectiveness to Greatness*; London: Simon & Shuster

Cripps, L. (2007) How do the stories of others inspire my work as a Head-teacher? Paper presented at The World Conference For Gifted and Talented Children on From Local Worlds Of Giftedness To Global, 5-10 August 2007, University of Warwick.

Formby, C. (2007) As my understanding of the way children learn continually develops, how does this influence my everyday teaching? MA Understanding Learners and Learning module; University of Bath Retrieved on 4th September 2007 from <http://www.jackwhitehead.com/tuesdayma/claireformbyull.htm>

Freeman, J. (2002) Out-of-school Educational Provision for the Gifted and Talented Around the World: A report to the DfES Retrieved on 22nd April 2007 from <http://www.joanfreeman.com/mainpages/freepapers.htm>

Huxtable, M. and Whitehead, J. (2007) How can inclusive and inclusional understandings of gifts/talents be developed educationally? Paper presented at The World Conference For Gifted and Talented Children on From Local Worlds Of Giftedness To Global, 5-10 August 2007, University of Warwick. Retrieved on 4th September 2007 from <http://spanglefish.com/mariessite/index.asp?pageid=15638>

Hymer, B. (2007) How do I understand and communicate my values and beliefs in my work as an educator in the field of giftedness? D.Ed.Psy. Thesis; University of Newcastle Retrieved on 23rd August 2007 from <http://people.bath.ac.uk/edsajw/hymer.shtml>

Mounter, J. (2006) How can I live my personal theory of education in the classroom to promote self reflection as a learner? MA Educational Enquiry module; University of Bath Retrieved on 23rd August 2007 from <http://www.jackwhitehead.com/tuesdayma/joymounteree.htm>

Mounter, J. (2007) Can children carry out action research about learning, creating their own learning theory? MA Understanding Learners and Learning module; University of Bath Retrieved on 23rd August 2007 from <http://www.jackwhitehead.com/tuesdayma/joymounterull.htm>

Rayner A. (2006) Essays and Talks about "Inclusionality" by Alan Rayner. Retrieved on 5th August 2006 from <http://people.bath.ac.uk/bssadmr/inclusionality/>

Rayner (2007) My Achilles Heel: Testimony of a 'Gifted' Child accessed 23rd August 2007 from <http://people.bath.ac.uk/bssadmr/inclusionality/AchillesHeel.html>

Snow, C. E. (2001) Knowing What We Know: Children, Teachers, Researchers. Presidential Address to AERA, 2001, in Seattle, in *Educational Researcher*, Vol. 30, No.7, pp.3-9.

Vasilyuk, F. (1991) The Psychology of Experiencing: the Resolution of Life's Critical Situations. Hemel Hempstead; Harvester Wheatsheaf.

Wallace B. Maker J. Cave D. Chandler S. (2004) Thinking Skills and Problem-Solving An Inclusive Approach: A Practical Guide for Teachers in Primary School. London; David Fulton Publishers

West-Burnham, J. (2006) Understanding learning: creating a shared vocabulary p. 45- 55 in Wallace, B. and Eriksson, G. (eds) Diversity in Gifted Education: International Perspectives on Global Issues. Abingdon; Routledge

Whitehead, A. N. (1962) The Aims of Education And Other Essays. London; Ernest Benn Limited.

Whitehead, J. (1989) Creating a living educational theory from questions of the kind, 'How do I improve my practice?'. Cambridge Journal of Education, Vol. 19, No.1,1989, pp. 41-52.

Whitehead, J. (2007) Is Education Research Educational? Research Intelligence; August 2007, Issue 100 p 17

Whitehead, J. & McNiff, J. (2006) Action Research Living Theory. London; Sage.

Whitehead J, Huxtable M (2006) How are we co-creating living standards of judgment in action-researching our professional practices? Presented at ALARM PAR conference Groenigen 2006 Retrieved on 4th September 2007 from <http://www.jackwhitehead.com/monday/mhjwvalues14.htm>

Whitty, G. (2005) Education(al) research and education policy making: is conflict inevitable? Presidential Address to the British Educational Research Association, University of Glamorgan, 17 September 2005.