

Curriculum Vitae

Curriculum Vitae
(Standard Format for Academic Staff Committee use)

PERSONAL DETAILS:

Full Name Andrew Jack Whitehead
Date of Birth 29/08/44
Department Education

Start Date 1973
Previous Posts in University Lecturer in Education

Posts prior to joining the University of Bath

Science Teacher, Langdon Park School, Tower Hamlets, London
 Head of Chemistry, Clissold Park School, Stoke Newington, London
 Head of Science, Erkenwald Comprehensive School, Barking.

Qualifications, with dates

BSc (Hons) 1965 Durham University
 Dip. Ed. 1968 Newcastle University
 Ac. Dip. 1970 London University
 M.A. 1972 London University
 Ph.D. 1999 University of Bath

Membership of Professional Bodies eg IEE, Institute for Learning & Teaching

British Educational Research Association
 American Educational Research Association

RESEARCH PROGRAMME:**Research Philosophy****(i) How would you characterise the nature of the research which you do?**

It is a research programme into the nature of educational theory. Four original ideas have emerged so far to characterize the programme:

- Individuals can create their own living educational theories as explanations for their own learning in enquiries of the kind, 'how do I improve what I am doing?'
- 'I' as a living contradiction can be included within living theory through action reflection cycles of:
 - a) Experiencing concerns when values are not lived as fully as believed possible.
 - b) Imagining what to do in action plans
 - c) Acting and gathering data with which to make a judgement about the effectiveness of action
 - d) Evaluating effectiveness in terms of values, skills and understandings
 - e) Modifying concerns, plans and actions in the light of evaluations;
- The meanings of embodied values can be clarified in the course of their emergence and form living epistemological standards of judgement.

- The embodied knowledges of master and doctor educators can be legitimated in the Academy as explanations of educational influence in their own learning, in the learning of others and in the learning of the social formations within which they live and work.

(ii) Why do you do this research?

In 1967, in my special study on my initial teacher education course, ‘The way to professionalism in education?’ I expressed a belief that has remained with me. Namely. that enhancing professionalism in education requires an appropriate educational theory. The reason for researching educational theory is grounded in my experience of, and response to, the dominant educational theory while studying for my Master’s dissertation in the psychology of education in 1971. During my enquiry I became aware of limitations in this form of theory. This motivated me to change my vocation from being a teacher to being an educational researcher with a focus on the reconstruction of educational theory. This led to my move to the University of Bath. Underlying my reasons for sustaining my research programme into the nature of educational theory is the belief stated by Kilpatrick in the first issue of Educational Theory in 1951: educational theory is form of dialogue that has profound implications for the future of humanity.

Details of Grants Awarded

(source, value, date, title, other investigators)

Developing the living theory approach has not required any grants for research. The reason it costs little money was explained to a British Council Seminar in December 2005 in a presentation on Teachers’ Professional Development Through Research:

One of the greatest influences of policy makers in extending this approach is in the sharing of their living theories explanations of their own educational influences in the lives of teachers and their pupils. The most radical implication of this approach is that it costs very little money because most professionals are already reflecting on the meaning and purpose they give to their lives in terms of their values and educational influences. The learning resources flowing freely through web-space are now widely accessible in different countries and reaching areas of great poverty. They show how living educational theories can enhance the flow of inclusional values and understandings that carry hope for the future of humanity.

Publications

(i) Publications and other assessable output should be listed in the following categories, and with the level of detail indicated.

Please ensure that your percentage contribution to any joint publications is indicated, and include a brief note of the basis of calculation

(a) Books title, number of pages, publisher, date published.

Whitehead, J. (1993) *The Growth of Educational Knowledge. Creating Your Own Living Educational Theory*, 206 pages, Bournemouth; Hyde.

McNiff, J. with Whitehead, J. & Laidlaw, M. (1992) *Creating a Good Social Order through Action Research*, 104 pages, Bournemouth; Hyde. 30% - equal partnerships

McNiff, J. with Whitehead, J. (2000) *Action Research in Organisations*. London and New York; Routledge. 70% McNiff, 30% Whitehead in terms of effort in writing and communicating ideas.

McNiff J. with Whitehead, J. (2002) *Action Research: Principles and Practice*, 2nd Edition, 163 pages, London; Routledge. 70% McNiff, 30% Whitehead in terms of effort in writing and communicating ideas.

McNiff, J., Lomax, P. & Whitehead, J. (2003) *You and Your Action Research Project*. Second, Revised Edition. London; RoutledgeFalmer. 30% - equal partnerships

Chinese Translation of McNiff, J. & Whitehead, J. (2004) *Action Research: Principles and Practice* (second edition) Wu-Nan Book Inc. Authorised by London; Routledge Falmer

McNiff, J. & Whitehead, J. (2005) *Action Research For Teachers*. London; Thousand Oaks, New Delhi; Sage. 50 % - Equal partnership in this text.

McNiff, J. & Whitehead, J. (2005) *All You Need To Know About Action Research*, 274 pages, London, Thousand Oaks, New Delhi; Sage. 50 % - Equal partnership in this text.

(b) Chapters in Books title of chapter, pagination of chapter, title of book, name(s) of editor(s), publisher, date of publication.

Whitehead, J. (1985) *The Analysis of an Individual's Educational Development*, in Shipman, M. (Ed.) *Educational Research, Policies and Practice*, 97-108, London; Falmer.

Whitehead, J. & Delong, J. (2003) *Knowledge-Creation in Educational Leadership and Administration Through Practitioner Research*. In Clarke, A. & Erickson, G. (2003) *Teacher Inquiry: Living the research in everyday practice*, 190-198, London: RoutledgeFalmer. 50% - equal partnership.

Fletcher, S. J. & Whitehead, J. (2003) *The 'look' of the teacher: using digital video to improve the professional practice of teaching*. In Clarke, A. & Erickson, G. (2003) *Teacher Inquiry: Living the research in everyday practice*, 231-240, London: Routledge Falmer. 50% - equal partnership.

Whitehead, J. (2004) *What counts as evidence in self-studies of teacher education practices*, in Loughran, J.J, Hamilton, M.L, LaBoskey, V.K & Russell, T.L. (eds.) *The International Handbook of Self-Study of Teaching Practice*. Netherlands; Kluwer Academic Publishers

Whitehead, J. (2005) *Living Educational Theories and Multi-Media forms of Representation*. In Bodone, F. (2005) *What difference does research make and for whom?* 77-91, New York: Peter Lang Publishing.

(c) Articles in Journals - title of article, pagination in article, name of journal, volume number, date of publication.

Whitehead, J. (1977) *Improving Learning in Schools - An In-Service Problem*, *British Journal of In-Service Education*, Vol.3, No.2, pp. 104-111.

Whitehead, J. (1982) *Assessing and Evaluating an Individual's Higher Education*, *Assessment and Evaluation in Higher Education*, Vol. 7. No.1, pp. 74-83.

Whitehead, J. (1985) *A dialectician responds to a philosopher who holds an orthodox view of knowledge*. *Assessment and Evaluation in Higher Education*, Vol. 10, No.1, pp. 35-52.

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, pp. 41-52.

Whitehead, J. (1989) *How do we improve research-based professionalism in Education? - A question which includes action research, educational theory and the politics of educational knowledge. Presidential Address to the British Educational Research Association, 1988*, *British Educational Research Journal*, Vol. 15, No.1, pp. 3-17, 1989.

Whitehead, J. (1990) *How Can I Improve My Contribution to Practitioner Research in Teacher Education? A Response to Jean Rudduck*. *Westminster Studies in Education*, Vol. 13, pp. 27-36.

Whitehead, J. (1996) *Living Educational Theories and Living Contradictions: a response to Mike Newby*, *Journal of Philosophy of Education*, Vol. 30, No.3, pp. 457-461.

Whitehead, J. (1999) *Educative Relations in a New Era*. *Pedagogy, Culture and Society*, Vol. 7, No.1, pp. 73-90.

Whitehead, J. (2000) *How Do I Improve My Practice? Creating and legitimating an epistemology of practice*. *Reflective Practice*, Vol. 1, No.1, pp. 91-104.

Whitehead, J. (2001) *Action Research: research methodology based on field activities. Keynote to the 6th Japan Academy of Diabetes Education and Nursing*, in *The Journal of Japan Academy of Diabetes Education and Nursing*, Vol. 5, pp. 34-37.

Whitehead, J. (2003) Creating Our Living Educational Theories In Teaching And Learning To Care: Using Multi-Media To Communicate The Meanings And Influence Of Our Embodied Educational Values. *Teaching Today For Tomorrow*, Issue 19. Retrieved 3 December, 2003 from <http://www.7oaks.org/ttt/ttt19.htm>

Whitehead, J. (2004) Do action researchers' expeditions carry hope for the future of humanity? How do we know? An enquiry into reconstructing educational theory and educating social formations. *Action Research Expeditions*. October, 2004. Retrieved 2 December 2004 from <http://www.arexpeditions.montana.edu/articleviewer.php?AID=80>

Hughes, J., Denley, P. & Whitehead, J. (1998) How do we make sense of the process of legitimising an educational action research thesis for the award of a Ph.D. degree? - a contribution to educational theory. *Educational Action Research*, Vol. 6, No.3. pp. 427-452. 33% - equal partnerships

Lomax, P., Evans, M., Parker, Z. & Whitehead, J. (1999) Knowing ourselves as teacher educators: joint self-study through electronic mail, *Educational Action Research*, Vol.7, No.2, pp. 239-262. 25% - equal partnerships.

Johns, C. & Whitehead, J. (2000) A Response to Whitehead, and the Reply. *Reflective Practice*, Vol. 1, No.1, pp. 105-112. 50% equal partnership. 50% - equal partnership.

Whitehead, J., Yasukata, F. & Tamara, Y. (2002) Action Research: research methodology based on field activities. Keynote to the 6th Japan Academy of Diabetes Education and Nursing, in *The Journal of Japan Academy of Diabetes Education and Nursing*, Vol. 6, pp. 22-35. 100% of ideas, colleagues translated into Japanese.

- (d) Published Conference Contributions - name of conference / published proceedings, numbers of pages, date published.

Whitehead, J. (1991) A Dialectical Analysis of an Individual's Educational Development and a Basis for Socially Orientated Action Research. *Proceedings of the First World Congress on Action Learning, Action Research and Process Management*, Vol. 1, 1991. Brisbane, Acorn Press.

Whitehead, J. (1992) How can my philosophy of action research transform and improve my professional practice and produce a good social order? - A Response to Ortrun Zuber-Skerritt. *Proceedings of the Second World Congress on Action Learning, Action Research and Process Management*, Bruce, C.S. & Russell, A. L. (Ed.) Brisbane; ALARPM. Inc.

Whitehead, J. (1998) How do I know that I have influenced you for good? *Proceedings of the Second International Conference of the AERA Self-Study of Teacher Education Practices*, SIG. Herstmonceux. August 1998.

Whitehead, J. (2000) Developing Research-Based Professionalism Through Living Educational Theories. *Keynote Address to the Educational Studies Association of Ireland*, Trinity College, Dublin, November 1998 in McNiff, J., McNamara, G. & Leonard, D. (Ed.) *Action Research in Ireland. Proceedings of the Conference Action Research and Politics of educational Knowledge*, 25-54, Dorset & Dublin; September Books.

Whitehead, J. (2000) How Can School and University Teachers Reconstruct Educational Knowledge? Paper Presented at the Annual Meeting of the American Educational Research Association, (Montreal, Quebec, Canada. April. 19-23, 1999. Published in the ERIC microfiche collection. Number, ED 434 109.

Whitehead, J. (2004) Do the values and living logics I express in my educational relationships carry the hope of Ubuntu for the future of humanity? Paper presented at the BERA 04 Symposium 16 Sept. in Manchester on: "How Are We Contributing To A New Scholarship Of Educational Enquiry Through Our Pedagogisation Of Postcolonial Living Educational Theories In The Academy?" Education-line. Retrieved 8th December 2004 from <http://www.leeds.ac.uk/educol/documents/00003801.htm>

Whitehead, J. & McNiff, J. (2004) Ontological, epistemological and methodological commitments in practitioner-research. Paper presented at the BERA 04 Symposium 17 Sept. in Manchester on: "Have We

Created A New Epistemology For The New Scholarship Of Educational Enquiry Through Practitioner Research? Developing Sustainable Global Educational Networks Of Communication". Education-line. Retrieved 8th December 2004 from <http://www.leeds.ac.uk/educol/documents/00003800.htm> 50% - equal partnership.

- (e) Conference Contributions (unpublished) – date/venue of conference, number of pages or details of other contribution.

Whitehead, J. (1982) *A Dialectician's Guide for Educational Researchers*. Booklet presented at a Round Table Discussion at BERA'82, St. Andrews University.

Whitehead, J. (1998) The importance of loving care and compassionate understanding in conversations which sometimes become infused with irritation, frustration and anger: Conversations & Correspondences with Dr. Pat D'Arcy. Paper to the International Teacher-Researcher Conference (ICTR), La Jolla, April 1997.

Whitehead, J. (1999) Creating a new discipline of educational enquiry in the context of the politics and economics of educational knowledge. Paper presented at the BERA symposium at AERA Montreal, April 1999.

Whitehead, J. & McNiff, J. (2005) How Do We Explain Our Educational Influence in Living Our Democratic Values? Presentation on 13 April 2005 at the AERA Conference in Montreal. <http://www.jackwhitehead.com/aera05/jwmaera05htm.htm>

Whitehead, J. (2005) How Do Our Web-Based Resources Reveal Living Standards of Democratic Accountability in Our Educational Practices? Presentation on 14 April 2005 at the AERA Conference in Montreal on <http://www.jackwhitehead.com/aera05/jwsfaera05jw2.pdf>

Whitehead, J. (2005) How Can We Improve The Educational Influences Of Our Teacher-Researcher Quests? Keynote Presentation on 16 April 2005 at the ICTR Conference at McGill University, Montreal. <http://www.jackwhitehead.com/ictr05/jwictr05key.htm>

Whitehead, J. (2005) Teachers' Professional Development Through Research - A Contribution to the British Council Seminar on the Training and Development of School Teachers: new approaches on 6th December 2005 in Bath <http://www.jackwhitehead.com/monday/jwbritishcouncil.htm>

Whitehead, J. (2005) Convened the BERA Practitioner-Research SIG eSeminar/Workshop 16th May – 23rd July 2005 on The nature of educational theories. What counts as evidence of educational influences in learning? The e-archive is accessible from <http://www.jiscmail.ac.uk/archives/bera-practitioner-researcher.html>

Whitehead, J. (2004) Action Research in Education and Guyuan Teachers' College. Lecture to staff and students at Guyuan Teachers' College. China.

Whitehead, J. (2004) The Influence of Action Research in the Internationalisation of Educational Development. Keynote to the First International Conference of China's Experimental Centre for Educational Action Research in Foreign Languages Teaching, Guyuan, 16 October 2004.

Whitehead, J. (2004) Do the values and living logics I express in my educational relationships carry the hope of Ubuntu for the future of humanity? Paper Presentation to the BERA 2004 Symposium convened by Jack Whitehead on, How Are We Contributing To A New Scholarship Of Educational Enquiry Through Our Pedagogisation of Postcolonial Living Educational Theories In the Academy?

Black, C., Delong, J. & Whitehead, J. (2005) Demographic and Educational Influence of Our Leadership and Administration Practices Using Democratic Accountability. Presentation on 12 April 2005 at AERA Conference in Montreal. <http://www.jackwhitehead.com/aera05/jweposteraera05.htm> 33% equal partnership

Farren, M. & Whitehead, J. (2005) Educational Influences in Learning with Visual Narratives. Multi-Media Presentation to the 5th DIVERSE International Conference on Video and Videoconferencing in Education, 5 July, 2005, Vanderbilt University Nashville, Tennessee. <http://www.bath.ac.uk/~edsajw/monday/mfjwwebped2.htm> 50% - equal partnership.

Murray, P. & Whitehead, J. (2005) Teacher self-study for exploring effective practices of inclusion. A presentation to the Higher Education Academy Forum on Engaging with Student Cultural Diversity in the Curriculum - What works?, at the Graduate Centre, London Metropolitan University, Wednesday 26th October 2005 50% - equal partnership.

<http://www.jackwhitehead.com/monday/jwpmHE.htm>

Whitehead, J. & Delong, J. (1997) Educative Relations with Jackie Delong: A collaborative enquiry into a Ph.D. researcher and supervisor relationship. A paper presented at AERA, March 1997, in Chicago, U.S.A. 50% - equal partnership.

Whitehead, J., Laidlaw, M. & King, H. (2004) Action Research – beginning the process. Presentation to the Voluntary Service Overseas' Gangsu/Ningxia Provincial Workshop on Sharing for Sustainability. 33 % - equal partnership.

Whitehead, J. & McNiff, J. (2004) Ontological, Epistemological And Methodological Commitments In Practitioner-Research. Paper presentation to the BERA 2004 Symposium convened by Jack Whitehead on: Have We Created a New Epistemology For The New Scholarship Of Educational Enquiry Through Practitioner Research? Developing Sustainable Global Educational Networks of Communication. 50% - equal partnership.

- (f) All Other Works - title, date of publication or, in the case of non-text based material, date at which output was made publicly available. In the case of exhibitions the gallery where the exhibition was held, the number of pieces exhibited, the length of the exhibition and the date of public opening of the exhibition will be required.

Whitehead, J. (2001) Long Review of Hocking, Brent; Haskell, Johnna; and Linds, Warren. (Eds.) (2001) *Unfolding Bodymind: Exploring Possibility Through Education*, Volume Three of the Foundations of Holistic Education Series. Brandon, VT: Psychology Press/Holistic Education Press. Education Review, <http://coe.asu.edu/edrev/reviews/rev141.htm>.

Whitehead, J. (2003) Aspects of Teaching and Learning in Secondary Schools: perspectives on practice. Educational Review, Vol. 55, No.3, pp.333-335.

- (ii) Please list any other material which is about to be published.

Whitehead, J. & McNiff, J. (2006) *Action Research Living Theory*, London; Sage. 50% - equal partnership.

External Professional Activities (consultancy, knowledge transfer activities, industrial contacts)

1997 Educational Action Research and You. Keynote Address to the Ontario Educational Research Council Conference, 5th December, 1997. Toronto

1999 Designed and taught the master's curriculum for programme GS 570 on 'A Special Topic in Educational Leadership - Action Research Approaches to Educational Leadership' at Bishop's University, Lennoxville, Canada, 5-16 July 1999.

2000 Visiting Professor of Education at Brock University, Ontario – tutoring a masters unit on action research approaches to professional development.

2000 Workshops on Action Research and Mentoring at Akashi School and Kobe University, Japan, December 2000.

2003 Workshop and Keynote Address at the 45th Ontario Educational Research Council Conference on Improving Student Learning Through Passion in our Professional Practice. 27-28 November, 2003.

2005 Workshop and Keynote Address to the Act, Reflect, Revise III Conference, Brantford Ontario on Living Inclusional Values in Educational Standards of Practice and Judgement, 11th November 2005.

2004 Visiting Professor at China's Experimental Centre for Educational Action Research in Foreign Languages Teaching, Guyuan Teachers' College.

1992-1996 Consultancy for Kingston University Department of Education for the development of action research approaches to professional development.

2005 Consultancy for Bath and North East Somerset on the development of action research approaches to the implementation of policies on inclusion.

My most significant knowledge transfer activities have been focused on the resources and communications from the award winning web-space <http://www.actionresearch.net>. These resources include the living theory doctoral theses and masters degrees and the national and international action research e-forums that are constantly being updated.

(Payments for the workshops and consultancies in Canada, Japan and the UK have been made to the University).

Scholarship -Award of Prizes, Medals, Fellowships

1988 President of the British Educational Research Association

2000 Distinguished Scholar in Residence, Westminster College, Utah.

2000 Visiting Professor at Brock University, Ontario.

2004 Visiting Professor at China's Experimental Centre for Educational Action Research in Foreign Languages Teaching, Guyuan Teachers College.

Future Research Plans

To continue the research programme into the nature of educational theory with a focus on the development of multi-media enquiries into the transformation of embodied values, skills and understandings of practitioner-researchers into living epistemological standards of judgement.

My research programme into the nature of educational theory will be developed through the extended use of multi-media technologies, for example as set out in the invited contribution to *Action Research Expeditions* of October 2004. Such technologies are helping to overcome a problem in trying to represent, in text alone, the meanings of people's embodied values as explanatory principles in educational theory generation and testing.

Questions and Issues

Epistemological questions continue to emerge concerning the nature of the relationships between propositional, dialectical and inclusional logics in living educational theories. The use of digital multi-media technologies for representing explanations of the educational influences of individuals in their own learning, in the learning of others, and in the creation of cultures of enquiry, will be developed in the ways that I outlined in my recent keynote address to the *Act, Reflect, Revise 3 Conference* in Ontario in November 2005.

The first DVD video-narrative to be accepted under the University's new regulations governing the formatting of doctoral theses, which was created under my supervision, is now in the University Library. The issue of extending the range of the critical standards of judgement from living theories by means of collaborations with academics across the world, will be a focus of the development of my research programme.

Strategy

I shall continue to develop, extend and share a web-based knowledge-base for educational practitioners from both the processes and outcomes of my research into my own educational influences and from my work on research masters dissertations and doctoral theses. These are shown at <http://www.actionresearch.net>. As the doctoral researchers I supervise move into their post-doctoral enquiries there is now a greater strategic interest in researching educational influences on both the development of cultures of educational enquiry, and on policy formation and evaluation. This is most marked in the development of living theories in my research and writing with McNiff (in Ireland, the UK and South Africa), with Farren (in Ireland), with Delong (in Canada), and with

Laidlaw (in China). My present groups of 14 research students and 12 masters students will continue this strategy of extending the knowledge base. Evidence that this strategy is working in the production and extension of a living theory knowledge-base for educational practitioners are the theses and dissertations that can be accessed at <http://www.bath.ac.uk/~edsajw/living.shtml> and at <http://www.bath.ac.uk/~edsajw/mastermod.shtml>

Plans for Dissemination

My continuing dissemination strategy is based around conferences, personal invitations, books, papers and the web-site: <http://www.actionresearch.net>. Forthcoming activities include:

February/March 2006 Presentations and Workshops on a living theory approach to educational research in South Africa at Stellenbosch University, University of the Free State, Pretoria University and the University of the Western Cape.

April 2006 Presentations at the American Educational Research Association (AERA) Annual Conference in San Francisco.

April 2006 Invited presentation to The Universities Association for Lifelong Learning (UK), Work Based Learning Network's Conference at the University of Northampton on Living Educational Theories of Workers as Action Researchers and Lifelong Learners.

May 2006 Keynote to the second international conference at China's Experimental Centre for Educational Action Research in Foreign Languages Teaching, Guyuan.

June 2006 Keynote to the Practitioner-Research Conference on Living Theory of Empty Rhetoric organized by the Practitioner-Research Special Interest Group of the British Educational Research Association and St. Mary's College, Twickenham.

August 2006 Symposium at the 9th World Congress on Action Learning, Action Research and Process Management, Groningen.

September 2006 Presentations at the British Educational Research Association (BERA) Annual Conference at Warwick University.

Collaborative presentations are also planned for the AERA and BERA Annual conferences in 2007, 2008 and 2009.

Papers are in the process of being written for submission to *The Journal of Philosophy of Education*, and *Educational Researcher*. My latest book, *Action Research Living Theory*, is due for publication by Sage in April 2006, and an on-line multi-media text is being produced on *Living Theories, Values and Logics*. The production of other papers and books from the research programme will continue.

Funding

There are no issues with the funding of the continuation of my research programme that I can envisage. The doctoral students are self-funding. Funding for the masters students is being provided by the UK Government's funding of continuing teacher professional development.

Contributions to Knowledge

The mission of the University of Bath states that we have a distinct academic approach to the education of professional practitioners. My contribution to this is through my distinctive research into educational theory which has already been recognized by my peers as internationally significant. I believe that my planned programme will serve to build on this success and contribute to the University's desire to respond to the 2008 Research Assessment Exercise with research that is world-leading in terms of originality, significance and rigour.

UNIVERSITY TEACHING DUTIES UNDERTAKEN:

Undergraduate/Postgraduate Teaching Load for last 2 years (courses taught/no of hours) (include contributions to developments in teaching or course developments which may include work outside the University in Schools or in other organisations or to continuing education - including the updating of skills of professional staff, both inside and outside the University or other teaching offered in the wider community)

AJ Whitehead 04-05 (Av. 800)	PGCE EPS	40	
	MA	New total 525	
	3xMEE	120	
	+ ass't/tut	135	
	CPD:3 x unit assignment 2 nd mark	3	
	38 x Ed Enquiry supervision	190	
	4 x dissertation supervision	60	
	4 x dissertation 2 nd mark	12	
	1 x unit co-ordination	5	
	MRes	5	
	EdD supervision	16	
	EdD unit	5	
	MPhil/PhD	280	
	CARPP (estimate)	150	
Cttees etc	40		
TOTAL		961	

Individual Teaching (Av. 500)

05-06

MA/MRes teaching:				
RME, Semester 1 05:	28	14	42	70
TTA Ed Enquiry 10 @ 5 hours:	50	10		10
6 x dissertation supervision:	90	6		90

Edd teaching:				
ER (1)	2			2
ER (2)	2			2
Learning about Learning 1 st marker		1	4	4
Supervision EdD/MPhil/PhD				
Full Time 100%	50	1		50
Part time 100%	300	12		125
			TOTAL	493

Teaching Philosophy

What is your teaching philosophy?

My teaching philosophy is derived from my educational theory and the mission of the University which includes having a distinct academic approach that emphasizes the education of professional practitioners. I seek to

support a process of research-based enquiry learning, focused on the professional development of educators. My teaching on Masters programmes has been focused on educational enquiries and methods of educational enquiry in which I support practitioner-researchers in the creation of their living theories as they ask, research and answer questions of the kind, ‘How do I improve what I am doing?’ My teaching philosophy includes the expression and communication of a life-affirming energy that takes the form of the values, skills and understandings I associate with carrying hope for the future of humanity and my own. My teaching philosophy also includes the expression of a recognition of the value of the embodied knowledge of the other and the desirability of bringing this embodied knowledge into the public domain in the form of the other’s living educational theory. Because all my Masters’ students are teachers engaged in continuing professional development, my philosophy of teaching also includes a focus of enquiry into the educational influences of the teachers in their students’ learning, with an emphasis on the importance of showing evidence of this influence.

How do you achieve this?

I express an enthusiasm for being with my students and for seeing that their embodied knowledge as educators is made public through their educational enquiries of the kind, ‘How do I improve what I am doing?’ Through dialogue and empathetic understanding I endeavour to communicate my recognition of the ontological values that motivate the student to do what they are doing. I then work to enable the student to live their values as fully as they can, whilst enquiring into their own learning and developing the skills and understandings they need to live their values. In my teaching I also show a willingness to research my own practice, as a learner, as I work to improve my educational influence. My teaching is helped by the wide range of resources I am able to bring to my present students from the enquiries of past students from the web-space <http://www.actionresearch.net>. The action research methodology I use in my teaching seems to have universal appeal to students as a form of learning they recognize in: expressing concerns when their values are not being lived as fully as they wish; developing action plans from ideas about improvement, acting and gathering data on which to make a judgement of effectiveness, evaluating the effectiveness of actions, modifying concerns, ideas and actions in the light of the evaluations. Sharing accounts of learning for critical evaluation and responding to these evaluations as part of the processes of learning is important in living my philosophy of teaching.

How do you evaluate whether this has been successful or not?

I use two forms of evaluation. The first is the form of evaluation that is integral to my teaching as students share accounts of their learning and judge the quality of their educational influence in the learning of their students. In the course of an educational enquiry the students clarify the meanings of their values, skills and understanding in the course of their emergence in practice. This clarification enables me to judge whether the learning has been successful and relate it to my teaching. The second form of evaluation is the application of the university criteria for the successful completion of the programme. I evaluate the success of my teaching in relation to the criteria the students clarify for themselves in their accounts of their own learning and the results of the application of the university’s criteria to the students’ work.

Evaluation of Teaching – Please attach recent summary student feedback for your courses, together with your own commentary on results obtained.

Attached.

Supervision of Postgraduate Research Students

Foster, D. (1980) *Explanations for teachers’ attempts to improve the process of education for their pupils*. M.Ed. by research, joint supervision.

[Eames, K. \(1987\) *The growth of a teacher-researcher’s attempt to understand writing, redrafting, learning and autonomy in the examination years*. M.Phil. Dissertation, University of Bath, sole supervision.](#)

[Jensen, M. \(1987\) *A creative approach to the teaching of English in the examination years*. M.Phil. University of Bath, sole supervision.](#)

[King, R. \(1987\) *An action inquiry into day release in Further Education*. M.Phil. Dissertation, University of Bath, sole supervision.](#)

Larter, A. (1988) *An action research approach to classroom discussion in the examination years*. M.Phil. Dissertation, University of Bath, joint supervision.

- Denley, P. (1988) *The development of an approach to practitioner research initiated through classroom observation and of particular relevance to the evaluation of innovation in science teaching*. Ph.D. Thesis, University of Bath, joint supervision.
- Gurney, M. (1988) *An action enquiry into ways of developing and improving personal and social education*. Ph.D. Thesis, University of Bath, sole supervision.
- McNiff, J. (1989) *An Explanation for an individual's educational development through the dialectic of action research*. Ph.D. Thesis, University of Bath, sole supervision.
- Eames, K. (1995) *How do I, as a teacher and educational action-researcher, describe and explain the nature of my professional knowledge?* Ph.D. Thesis, University of Bath. Retrieved 19 February 2004 from <http://www.actionresearch.net/kevin.shtml> sole supervision.
- Evans, M. (1995) *An action research enquiry into reflection in action as part of my role as a deputy headteacher*. Ph.D. Thesis, Kingston University. Retrieved 19 February 2004 from <http://www.actionresearch.net/moyra.shtml>, joint supervision.
- Laidlaw, M. (1996) *How can I create my own living educational theory as I offer you an account of my educational development?* Ph.D. thesis, University of Bath. Retrieved 19 February 2004 from <http://www.actionresearch.net/moira2.shtml>, sole supervision.
- Holley, E. (1997) *How do I as a teacher-researcher contribute to the development of a living educational theory through an exploration of my values in my professional practice?* M.Phil., University of Bath. Retrieved 19 February 2004 from <http://www.actionresearch.net/erica.shtml>, sole supervision.
- D'Arcy, P. (1998) *The Whole Story.....* Ph.D. Thesis, University of Bath. Retrieved 19 February 2004 from <http://www.actionresearch.net/pat.shtml>, sole supervision.
- Loftus, J. (1999) *An action enquiry into the marketing of an established first school in its transition to full primary status*. Ph.D. thesis, Kingston University. Retrieved 19 February 2004 from <http://www.actionresearch.net/loftus.shtml>, joint supervision.
- Whitehead, J. (1999) *How do I improve my practice? Creating a discipline of education through educational enquiry*. Ph.D. University of Bath. Retrieved 19 February 2004 from <http://www.actionresearch.net/jack.shtml> Method B.
- Cunningham, B. (1999) *How do I come to know my spirituality as I create my own living educational theory?* Ph.D. Thesis, University of Bath. Retrieved 19 February 2004 from <http://www.actionresearch.net/ben.shtml>, sole supervision.
- Finnegan, (2000) *How do I create my own educational theory in my educative relations as an action researcher and as a teacher?* Ph.D. submission, University of Bath. Retrieved 19 February 2004 from <http://www.actionresearch.net/fin.shtml>, joint supervision.
- Austin, T. (2001) *Treasures in the Snow: What do I know and how do I know it through my educational inquiry into my practice of community?* Ph.D. Thesis, University of Bath. Retrieved 19 February 2004 from <http://www.actionresearch.net/austin.shtml>, sole supervision.
- Mead, G. (2001) *Unlatching the Gate: Realising the Scholarship of my Living Inquiry*. Ph.D. University of Bath. Retrieved 19 February 2004 from <http://www.actionresearch.net/mead.shtml>, sole supervision.
- Bosher, M. (2001) *How can I as an educator and Professional Development Manager working with teachers, support and enhance the learning and achievement of pupils in a whole school improvement process?* Ph.D. University of Bath. Retrieved 19 February 2004 from <http://www.actionresearch.net/bosher.shtml>, sole supervision.
- Delong, J. (2002) *How Can I Improve My Practice As A Superintendent of Schools and Create My Own Living Educational Theory?* Ph.D. University of Bath. Retrieved 19 February 2004 from <http://www.actionresearch.net/delong.shtml>, sole supervision.

Scholes-Rhodes, J. (2002) *From the Inside Out: Learning to presence my aesthetic and spiritual being through the emergent form of a creative art of inquiry*. Ph.D. University of Bath. Retrieved 19 February 2004 from <http://www.bath.ac.uk/~edsajw/rhodes.shtml> , sole supervision.

Roberts, P. (2003) *Emerging Selves in Practice: How do I and others create my practice and how does my practice shape me and influence others?* Ph.D. University of Bath. Retrieved 19 August 2004 from <http://www.bath.ac.uk/~edsajw/roberts.shtml> , sole supervision.

Punia, R. (2004) *My CV is My Curriculum: The Making of an International Educator with Spiritual Values*. Ed.D. University of Bath. Retrieved 19 August 2004 from <http://www.bath.ac.uk/~edsajw/punia.shtml>, sole supervision.

Hartog, M. (2004) *A Self Study Of A Higher Education Tutor: How Can I Improve My Practice?* Ph.D. University of Bath. Retrieved 19 August 2004 from <http://www.bath.ac.uk/~edsajw/hartog.shtml> , sole supervision.

Church, M. (2004) *Creating an uncompromised place to belong: Why do I find myself in networks?* Retrieved 24 May 2005 from <http://www.bath.ac.uk/~edsajw/church.shtml> , sole supervision.

Naidoo, M. (2005) *I am Because We Are. (My never-ending story) The emergence of a living theory of inclusional and responsive practice*. See Abstract at: <http://www.bath.ac.uk/~edsajw/arsup/mnabsok.htm> , sole supervision.

Presently supervising:

8 Ph.D.

4 M.Phil/Ph.D. (CARPP Centre, Schools of Management)

(18 successful Ph.D. completions between 1995 – 2005 with 4 joint supervisions and 14 sole supervisions)

MA/MRes Teaching:

Research Methods in Education (Teaching and assessment 50 hours)

Educational Enquiry (14 students @ 5 hours)

Dissertation Supervision (6 Students)

Edd Educational Research: philosophy and practice (2 Sessions @ 2 hours)

Edd Learning about Learning (1 session at 2 hours and assessment 4 hours)

External Examining at Degree and Professional Level

PhD examiner for Universities in the UK: Brunel; Exeter; Glamorgan; Kingston; Liverpool; London.

PhD examiner for Universities in Australia: Curtin; Edith Cowan,

ACADEMIC MANAGEMENT AND ADMINISTRATIVE DUTIES AND RESPONSIBILITIES / SERVICE TO THE UNIVERSITY:

Details of Duties - within and outside University (this may include initiatives in the administration of present and new courses; student welfare; contribution to and responsibility for industrial and professional training placements; contribution to decision on UCAS applicants; other responsible duties such as attendance at career conferences; ad hoc study groups; service on University committees or working parties)

My service to the University includes membership of Council, Court and Senate with service as Vice-President and President of the Bath Association of University Teachers. Recent service on University committees includes the Disciplinary Committee and the Thesis Formatting Working Party.

Summary Feedback and Response

Acknowledgements in completed Doctoral Theses:

Marian Naidoo (2005)

I would also like to thank Jack Whitehead, my supervisor. Jack you are the most inspirational teacher I have met. You have shown me how to have confidence in both what I do and what I write about and you have undertaken that in a beautifully sensitive way. I have also had both support and challenges from my friends in the Monday action research group and I would like to thank you all.

Madeline Church (2004)

And many thanks to Jack Whitehead, my supervisor, who never once doubted that I would find myself here. This one's for us.

Mary Hartog (2004)

I would like to thank Jack Whitehead my supervisor for his support and belief in me throughout this research journey.

Ram Punia (2004)

I am particularly thankful to Dr. Whitehead for encouraging me to pursue the difficult task of converting my professional experience into professional knowledge. I undertook this task with some reservations. The dissertation involved much work but it has made significant contributions towards my personal and professional development and towards the knowledge base in technical and vocational education, international aid and international education to live and work together.

Our shared perception of the need for 'character development' in professional life led Dr. Whitehead to supervise this dissertation presenting the living educational theory of lifelong learning of an international educator with an integrated character. The learning process in producing this dissertation has enriched my understanding of my professional self and improved my ability to share my personal knowledge with other professionals.

(Masters Unit on Educational Enquiry)
Semester 1 2005/6

Summary of evaluations from 8 Masters students at the end of the unit on 13th December 2005

The Department of Education is committed to ongoing quality assurance and unit review. We would be grateful, therefore if you could indicate your feelings about the effectiveness of the unit you have just attended by ticking and /or commenting as appropriate. Your tutor will also give you the opportunity to evaluate the unit during the last taught session.

- 5 = excellent aspect of the unit, I strongly agree;
4 = good aspect, I agree;
3 = adequate, I have no strong feelings either way;
2 = inadequate, I disagree with the statement;
1 = very poor, I strongly disagree with the statement.

1	I am satisfied with the work covered in this unit	5	4	3	2	1
		3	4	1		
2	The style and delivery of sessions were clear and well organised	5	4	3	2	1
		1	5	2		
3	The content of the sessions has been at the appropriate level	5	4	3	2	1
		6	2			
4	Recommended readings were useful	5	4	3	2	1
		5	1	2		
5	The unit drew successfully on relevant research	5	4	3	2	1
		6	1	1		
6	There was an appropriate balance between tutor input and student participation	5	4	3	2	1
		6	2			
7	The tutor has been accessible and supportive throughout the unit	5	4	3	2	1
		7	1			
8	I have benefited professionally from the ideas and issues in this unit	5	4	3	2	1
		7	1			
9	The stated aims and learning objectives of this unit have been met	5	4	3	2	1
		2	3	3		
10	My personal and professional aims in taking this unit have been met (one omitted return)	5	4	3	2	1
		5	2			

Please add any other comments about this unit. Continue on the back of this sheet, if necessary. Thank you for your help.

Jack Whitehead's Responses to Summary Feedback.

The feedback in the successfully completed doctoral theses is the culmination of some five years or more of sustained supervision and tells me that my intentions in supporting the creation of the individual's living educational theory are met in the above acknowledgements.

In relation to the summary feedback on the educational enquiry Masters unit I need to give some attention to a clearer communication of the stated aims and learning objectives.