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CATE 2026 · DISSERTATION AWARD POSTER

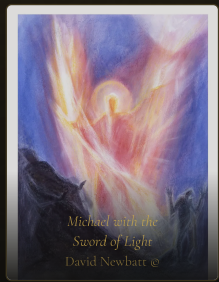
- Teacher Education
- Meta-Practices
- Mindfulness · Besinnung
- n-Valued Discernment
- Truth Paradigms
- Epistemological Depth
- Non-Aristotelian Systems
- Envelopment

DOCTORAL DISSERTATION · BROCK UNIVERSITY · 2026

Defining *Teacher Envelopment*

A Philosophical Inquiry into the non-Aristotelian Meta-Practices of the Ancient Wisdom Craft of Mindfulness and Extensional n-Valued Discernment

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PhD

CONCEPTUAL FRAMEWORK

The *Golden Arc*: Four Readings of Plato's Divided Line

The four diagrams show *why* the Golden Arc matters for TE. Moving across: from the modern misreading, to Plato's original, to modern Canadian curriculum's flattened 1:1:1:1 ratio of uniformity and quantification, to the arc as pedagogical trajectory toward meta-practices as spiritual response to knowledge.

Modern Conception (*Arithmetic*)

Ratio 9:15:15:25 — all segments commensurable



Scholars read Plato arithmetically (9:15:15:25). All stages become calculable proportions; Plato's deeper metaphysical intent — incommensurability between realms — is obscured.

Plato's Original (*Golden Ratio — Grimes*)

Ratio 1 : φ : φ : φ² — incommensurable realms restored



The golden ratio encodes that genuine epistemic ascent which demands a fundamental reorientation — *periaḡōgē* — not mere information addition, but a transformation as a Model to the Good.

Ontario's Complete Quantification (*Growing Success, 2010*)

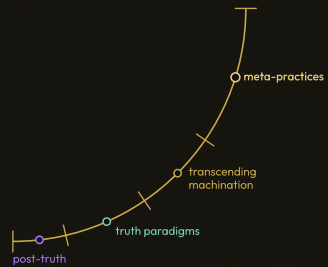
Ratio 1:1:1:1 — all stages commensurate and equal



"Knowledge" reduced to recalling key terms. Qualitative depth eliminated. Teachers become interchangeable units. Meta-practices become structurally invisible. The teacher's particular vocation dissolves into uniform deliverable competencies of information.

The Golden Arc (*Pedagogical Ascent*)

Plato's line as a quarter-circle — *periaḡōgē* (Republic 518c). Ratio: 1:φ:φ:φ²



The vertical and horizontal dimensions restored. Asymmetry, order, incommensurability, and transformation symbolised. Plato's deeper metaphysical intent restored.

A CENTURY OF PROFESSIONALISATION IN TEACHER EDUCATION

The WJL Lineage: From *Vocation* to Formation — and Blom's Completion

Three educational reformers spanning seven decades collectively displaced the teacher's **ontological vocation** in favour of rational-empirical professionalisation. Neufeld (2009) critiqued their lineage and called for meta-practices; Blom (2026) identifies and defines them.

THINKER	CRITIQUE OF THE SCHOOLTEACHER	CONSEQUENCE FOR TE
Waller 1932	Teachers are <i>maladaptive</i> — a stereotyping process inculcates unchanging traumatic forms; self-selection bereft of professionalism	Vocation treated as deficiency; rational reform required
Jackson 1968	Teachers are <i>presentist</i> and conservative; inner life incompatible with empirical rigour; must abstract their choices	First-person, geocentric teacher experience pathologised as unscientific
Lortie 1975	Goal: " <i>redirect ethos of teaching from religious vocation to professional formation</i> " — craft uncertainty as weakness	VOKE (invoke, convocation) entirely displaced by FORM (inform, reform, uniformity)
Neufeld 2009	Practical project became <i>epistemological orthodoxy</i> ; ontology replaced by analysis; meta-practices "sorely needed"	Named meta-practices — "one word beyond meta-paradigms" — but never defined them
Blom 2026	Defines two meta-practices: <i>integral mindfulness</i> (Besinnung) and <i>extensional n-valued discernment</i> , grounded in <i>Ā</i> systems and truth paradigms	Teacher envelopment — the missing complement of a century's equation

WHY THIS MATTERS FOR TEACHER EDUCATION
Geometric frameworks measuring external competencies cannot restore what they structurally exclude. Development (external, additive) must be complemented by **envelopment** (internal, ontological, cultivated). A technically prepared but unenveloped teacher can perform teaching without being called to it.

FROM ARISTOTELIAN (A) TO NON-ARISTOTELIAN (Ā) — KEY TRANSLATIONS FOR TE

ARISTOTELIAN (A) — CURRENT TE PRACTICE	NON-ARISTOTELIAN (Ā) — TEACHER ENVELOPMENT
Binary logic: true / false	n-valued extensional logic; asymmetric perspectives
Mindfulness as stress-reduction technique (additive gear to curriculum, psychosomatic, breathing)	Integral mindfulness — Besinnung; meditative grounding-attunement
Discernment as either/or judgment	Extensional n-valued discernment; incommensurable relations
Teacher as interchangeable unit (quantity; uniformity; information; non-expertise)	Teacher as enveloped vocational practitioner (quality; particularity; expert; cultivation)
Development: additive, quantitative, external	Envelopment: transformational, qualitative, internal
Meta-paradigm (structural; one word away)	Meta-practice: cultivation; spiritual response; calling

THREE PILLARS OF TEACHER ENVELOPMENT (PAPER V)

The WJLN-B *Contribution*

- Truth Paradigms**
Tripartite framework — (i) Platonic contemplative truth, (ii) Taylorian articulatory truth, (iii) Varelian embodied truth (head · heart · hands). Grounds meta-practices in coherent structures resisting post-truth's collapse without capitulating to relativism.
- Epistemological Depth & n-Valued Discernment**
Korzybski's *Ā* systems: some perspectives envelop others asymmetrically and incommensurately — analogous to $\mathbb{N} \subset \mathbb{Z} \subset \mathbb{Q} \subset \mathbb{R}$. Restores expertise. The teacher's deepened knowing cannot be democratically equated to the student's confusion.
- Non-Aristotelian (*Ā*) Systems & Integral Mindfulness**
Mindfulness as *Besinnung* — meditative thinking over calculative thinking. Not a technique appended to curriculum but the ontological orientation enabling a teacher to dwell in the vocation. Negates law of excluded middle.

EXTENDING NEUFELD'S ETYMOLOGICAL ANALYSIS — BLOM'S THIRD COLUMN

ROOT	VOC *WEK* pre-Modern	FORM *D*HER Modern	VER/TURN *WER post-Modern · Blom
Core	Invocation	Information	Inversion
Negation	Revoke	Reform	Revert / Return
Assembly	Convocation	Conformation	Conversion (metanoia)
Unity	Univocity	Uniformity	University / Diversity
Orientation	<i>Called to teach</i>	<i>Shaped by formation</i>	<i>Turned by periaḡōgē</i>

THE ARGUMENT IN BRIEF

- Neufeld (2009): TE needs **meta-practices** — never defined
- WJL century: vocation displaced by professionalisation
- Post-truth: epistemological flattening; expertise dissolved
- ∴ **Spiritual response** grounded in truth paradigms required
- **Integral Mindfulness** (Besinnung) + **n-Valued Discernment**
- Three pillars: Truth Paradigms · Ep. Depth · *Ā* Systems
- ∴ **Teacher Envelopment** = missing complement of development



Development alone proves insufficient. What unfolds externally through measurable progression requires enfolding internally through ontological cultivation — teacher envelopment.

— Blom, *Defining Teacher Envelopment* (2026, Conclusion)

I ΕΙΚΑΣΙΑ · FOUNDATION The Crooked Structure of the *Post-Truth* Non Sequitur

Post-truth is neither worldview nor era but a logical non sequitur. Epistemological depth proposed as structural remedy. Etymology of "crook" (crōc) reveals misrepresentation at its semantic core.

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II ΠΙΣΤΙΣ → ΔΙΑΝΟΙΑ · TRUTH PARADIGMS Toward *Truth Paradigms*

Addresses the transformation paradox: contemporary philosophy celebrates transformation while rejecting the hierarchical structures authentic metamorphosis requires. Establishes truth paradigms — contemplative, articulatory, embodied.

PUBLISHED · ROSE

III ΔΙΑΝΟΙΑ · TRANSCENDING MACHINATION Untwisting Machination: *Mindfulness as Besinnung*

Post-truth as machination's warping of truth into correctness. Mindfulness as *Besinnung* positioned as *Ā* meta-practice. PIE werpanan recovers vertical symbolism in Heidegger's finite transcendence.

UNDER REVIEW

IV ΜΕΣΑΙΑΚΑ ΜΟΔΕΛΑ · MIDDLE STRUCTURE · MODELS *Envelopmental* Symbolism & Educational Metaphysics

Delineates Mechanical (I), Ecological (II), and Spiritual/Metaphysical (III) models through contemplative symbols. Invites teachers to intuit their own ontological position and epistemological limitations.

UNDER REVIEW

V ΝΟΗΣΙΣ · APEX · ENVELOPMENT Defining *Teacher Envelopment*

Operationalises meta-practices through the three pillars. Extends Neufeld's etymological table (Vocation · Formation · Version/Turning). Integral mindfulness + n-valued discernment as the *Ā* meta-practices TE requires.

ACCEPTED · JCHE