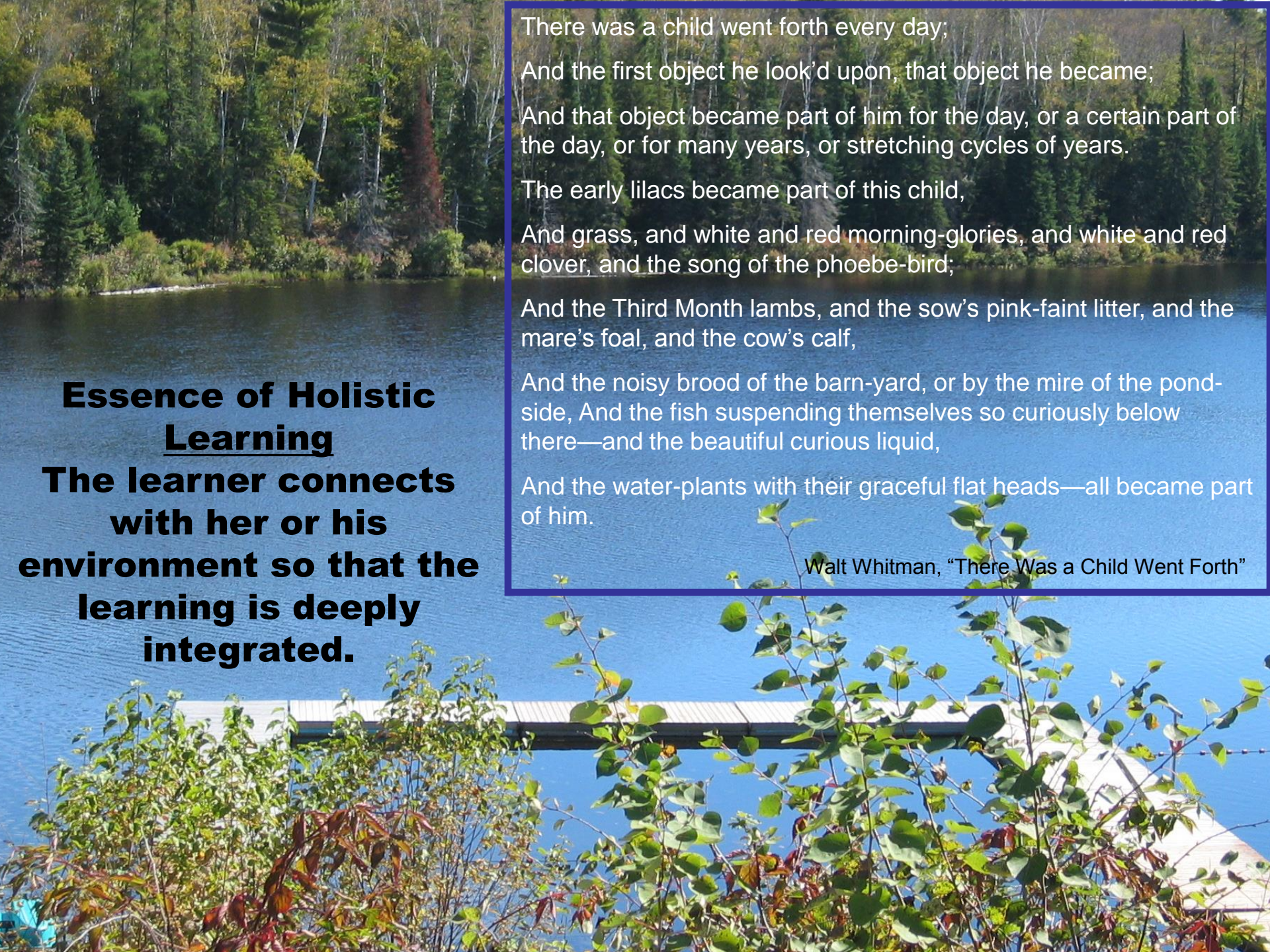




# An Introduction to **HOLISTIC LEARNING**

Prepared by Mark McManus, B. Comm. (Hons.), M. Ed., based on the work  
of Dr. John (Jack) P. Miller, OISE/UT (Autumn, 2006)





There was a child went forth every day;  
And the first object he look'd upon, that object he became;  
And that object became part of him for the day, or a certain part of  
the day, or for many years, or stretching cycles of years.

The early lilacs became part of this child,

And grass, and white and red morning-glories, and white and red  
clover, and the song of the phoebe-bird;

And the Third Month lambs, and the sow's pink-faint litter, and the  
mare's foal, and the cow's calf,

And the noisy brood of the barn-yard, or by the mire of the pond-  
side, And the fish suspending themselves so curiously below  
there—and the beautiful curious liquid,

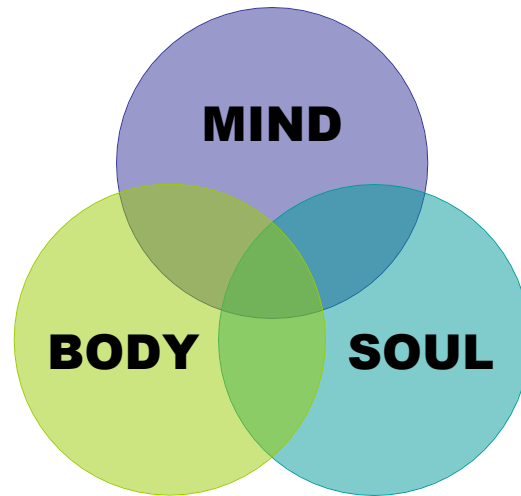
And the water-plants with their graceful flat heads—all became part  
of him.

Walt Whitman, "There Was a Child Went Forth"

## **Essence of Holistic Learning**

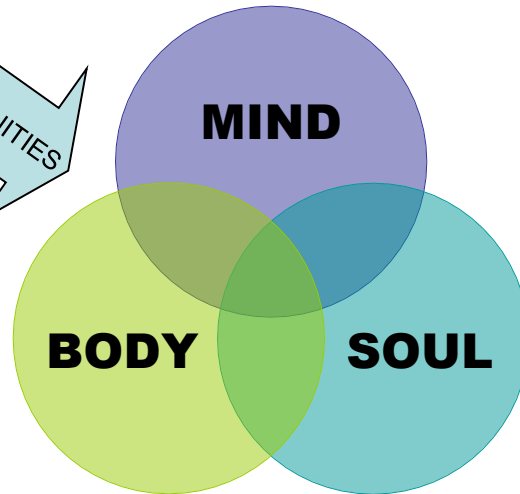
**The learner connects  
with her or his  
environment so that the  
learning is deeply  
integrated.**

# TOWARDS A SPIRITUAL CURRICULUM



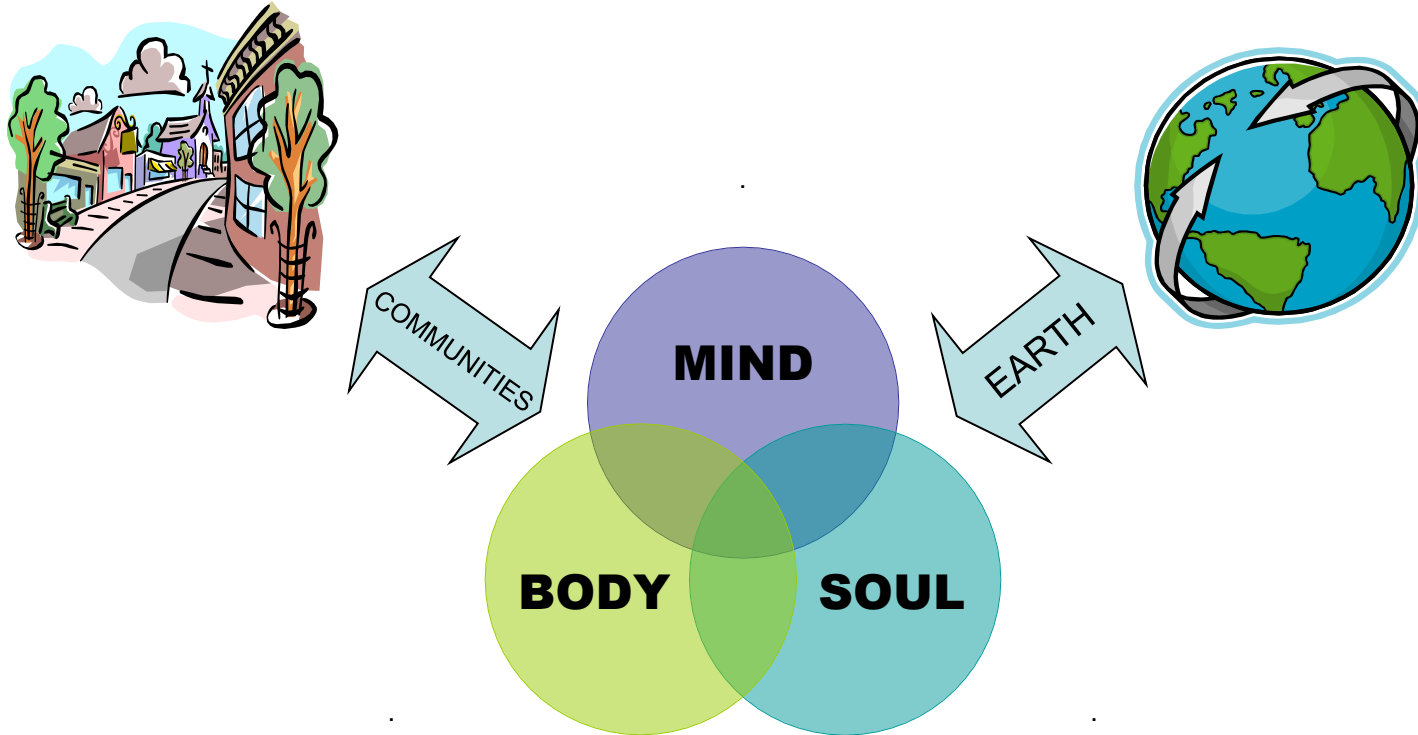
As Holistic Educators, we must pay attention to and develop the “whole” student...and that means the Body and the Soul, as well as the Mind.

# TOWARDS A SPIRITUAL CURRICULUM



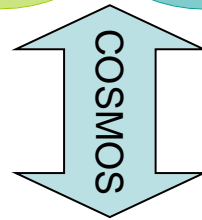
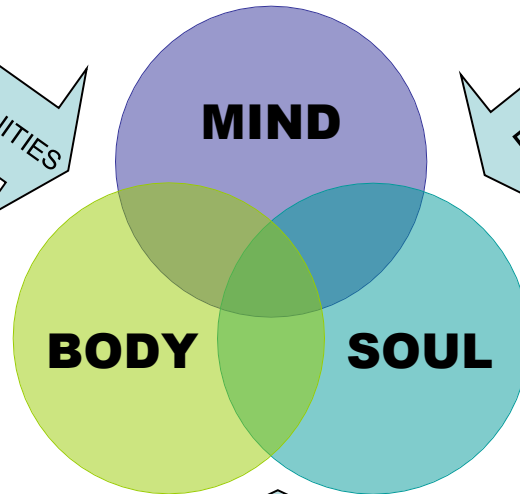
We must also do this in the sense of an interconnectedness first to themselves...and then to their communities; those in which we formally learn as well as the broader external communities where we live, play, and work...

# TOWARDS A SPIRITUAL CURRICULUM

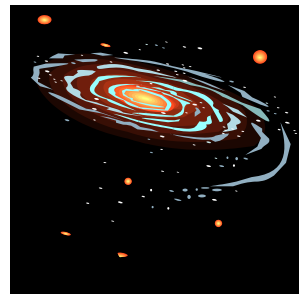


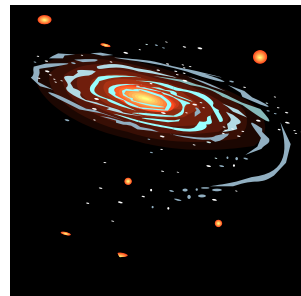
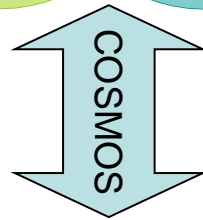
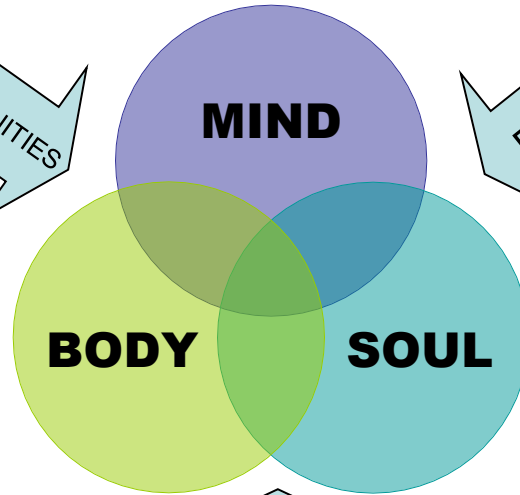
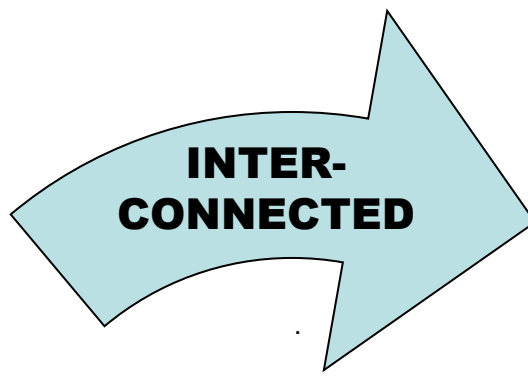
An  
interconnectedness  
to the Earth...

# TOWARDS A SPIRITUAL CURRICULUM

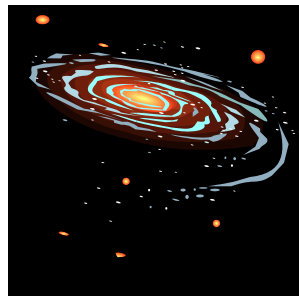
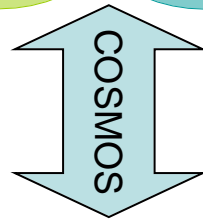
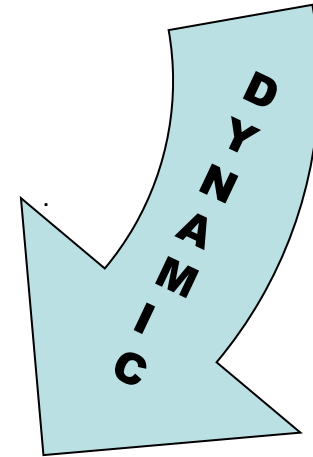
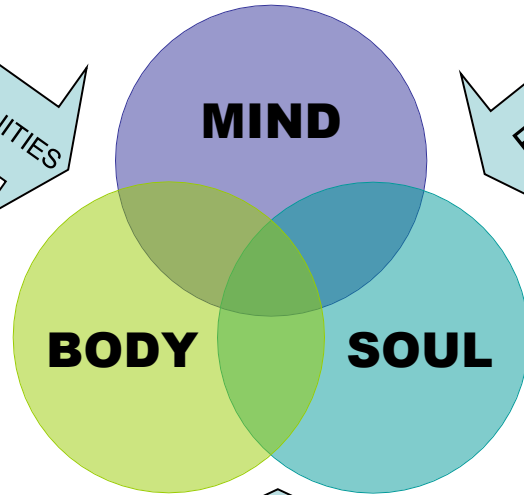
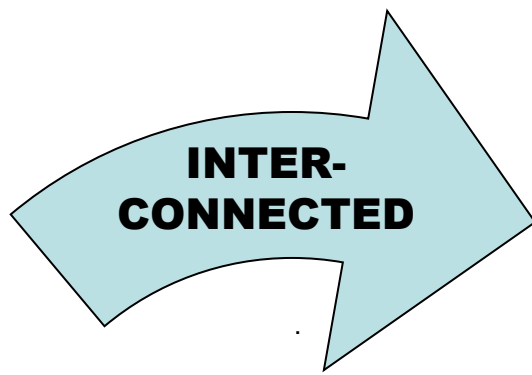


And finally, an interconnectedness to the Cosmos...



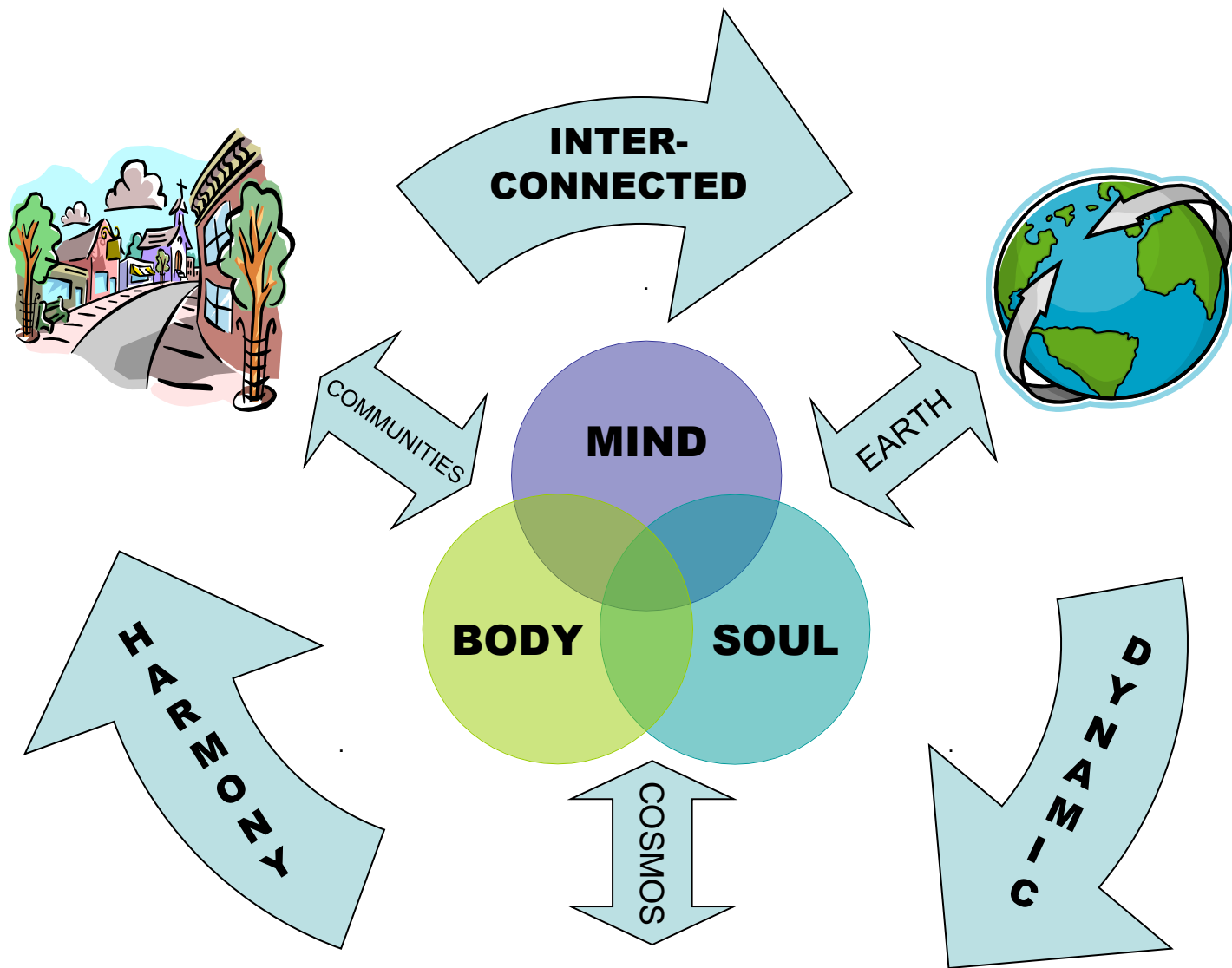


Students need to gain an understanding of what some have called “The Butterfly Effect;” that everything is connected...

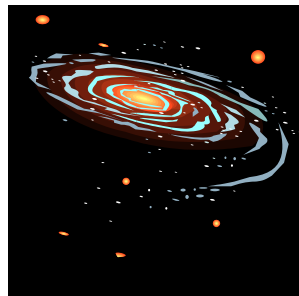


And, this interconnectedness is dynamic...It is real, now, active, and changing all the time...

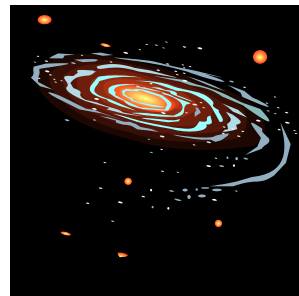
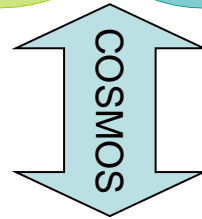
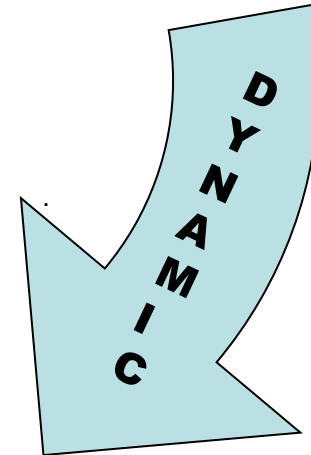
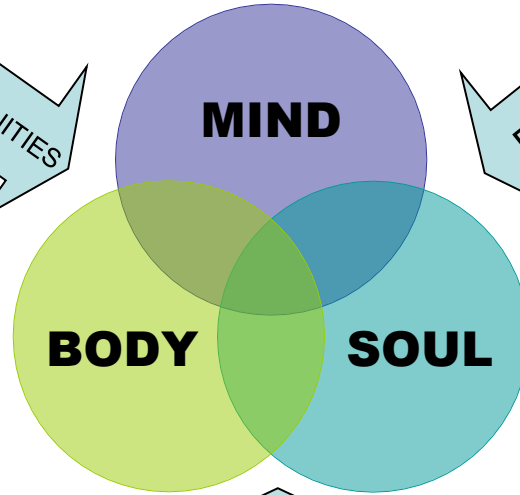
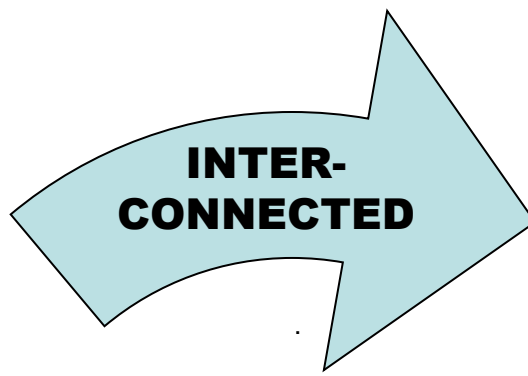




An understanding that we need to be in harmony with this basic reality of things...



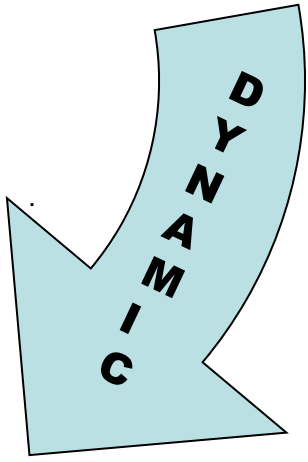
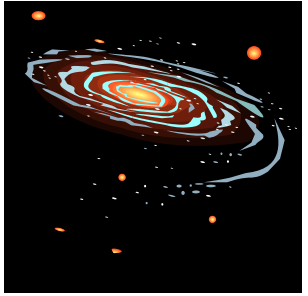
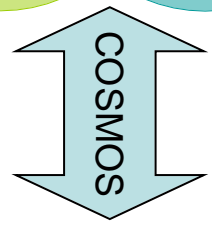
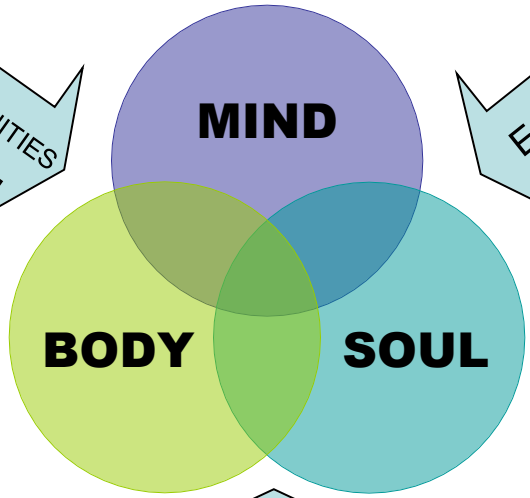
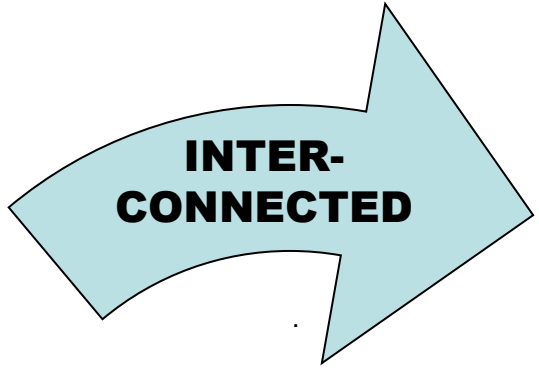
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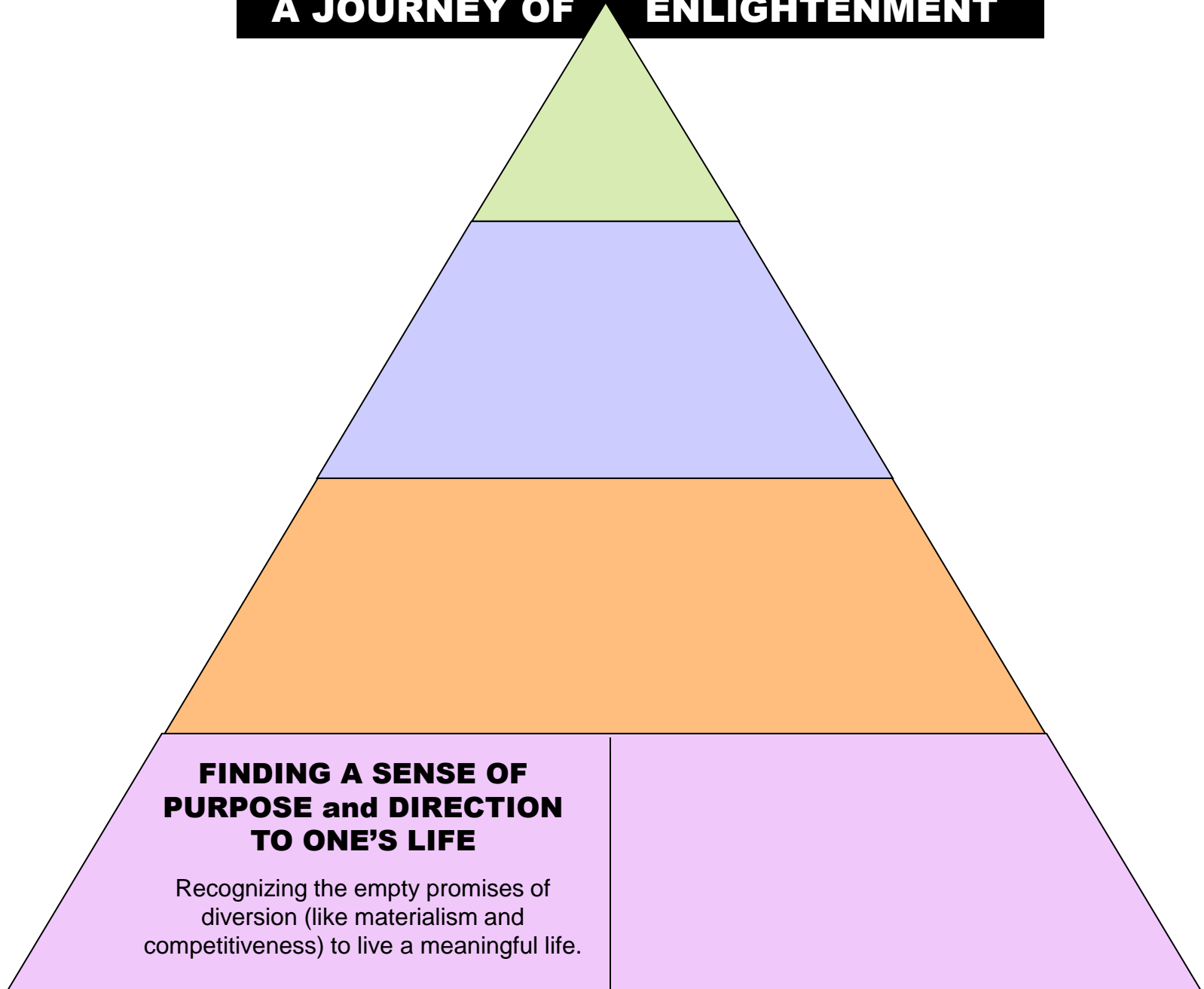
That this oneness with reality...this dynamic connection...this harmony is expressed through Love.

**S S E N S E N E S S**



**L O V E**

# A JOURNEY OF ENLIGHTENMENT



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Will Rogers on the meaning of life in the 1920s said, "People buy things they don't need, with money they don't have, to impress people they don't like."

## **FINDING A SENSE OF PURPOSE and DIRECTION TO ONE'S LIFE**

Recognizing the empty promises of diversion (like materialism and competitiveness) to live a meaningful life.

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The "Ancients" spoke of the "Thinking Heart" when trying to explain the blending of mind, body, and soul. Stories tell us of heroes or heroines who overcome a narrow sense of self and reach that deeper self.

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## AWAKENING OF AWE and WONDER

“Everyone has an inherent right to an original relationship with the Universe.” (Emerson, 1990)

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Arriving at a place where one can think, feel, and care.

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## JOY

"The Singing Soul"

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# A JOURNEY OF ENLIGHTENMENT

## JOY

"The Singing Soul"

A continuing state of rejoicing is a good sign of wisdom.

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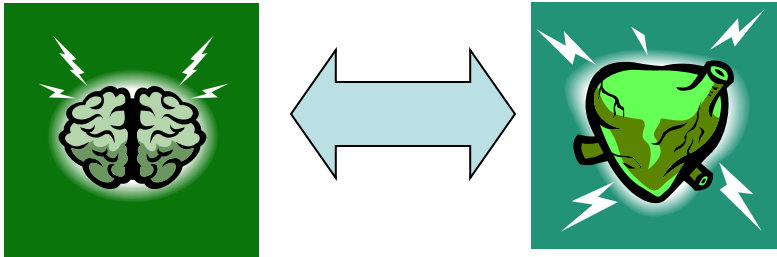
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# Connections in Holistic Learning

(Miller, 1998)

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Using metaphor, visualization, meditation, etc., and balances the culture of accountability & the market model by teaching from the soul.

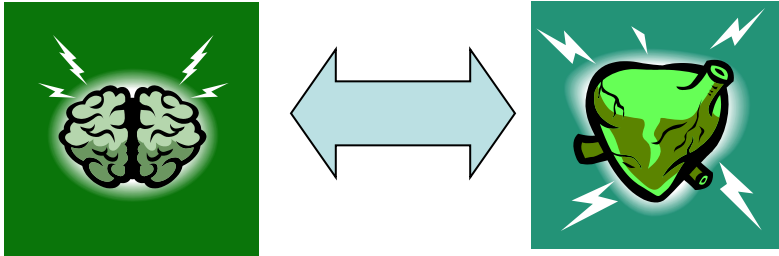


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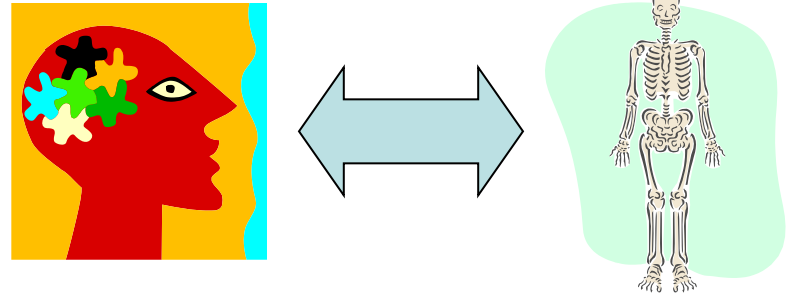
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Keeping in touch with our bodies through yoga, drama, exercise.

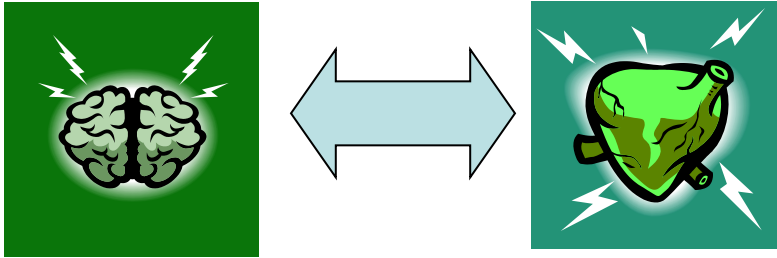


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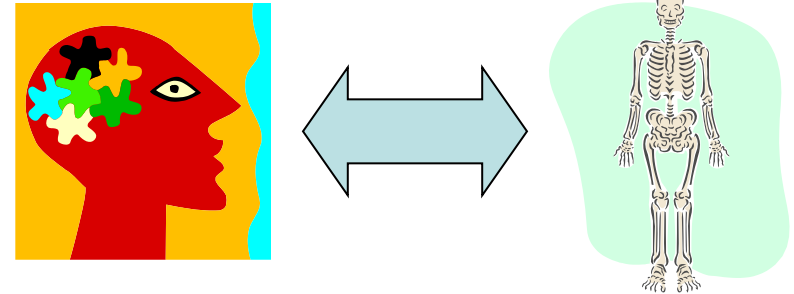
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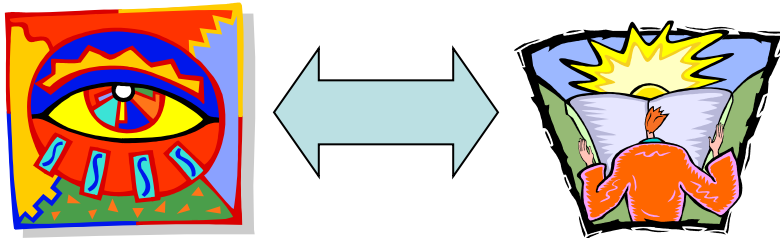
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## TO ALL KNOWLEDGE

Honouring the unity of all knowledge through theme-based learning that connects a lot of ideas.

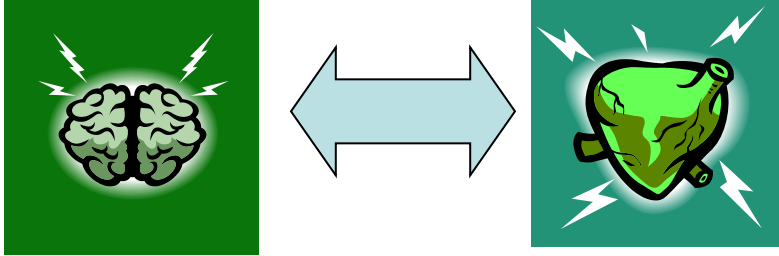


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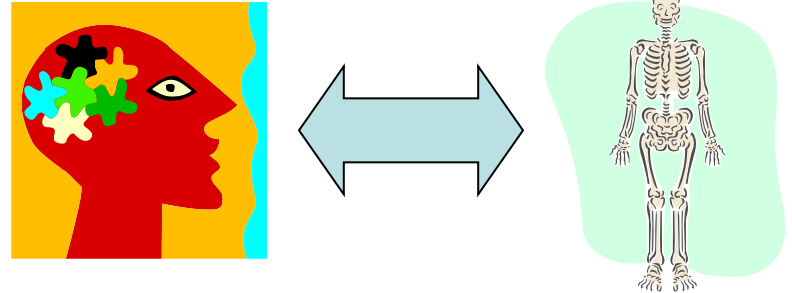
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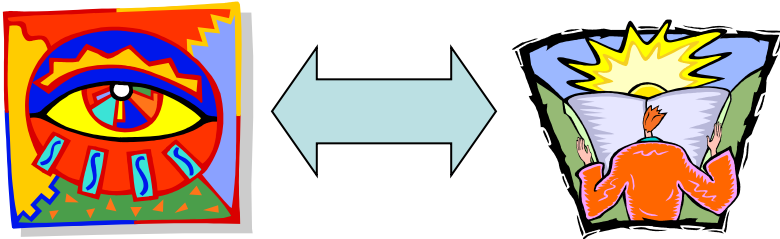
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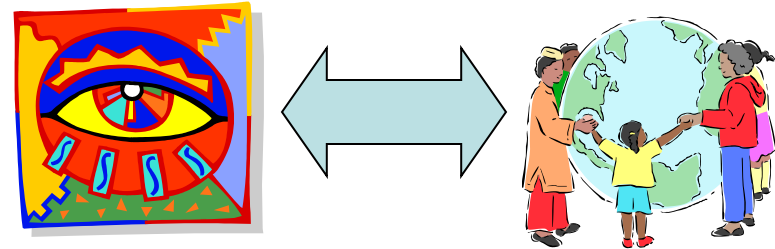
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## TO COMMUNITY

The classroom as community, a family where there is a feeling of affection, a connection to wider communities and to being a global citizen.



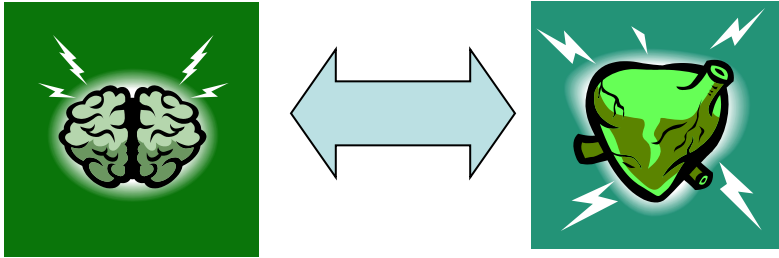


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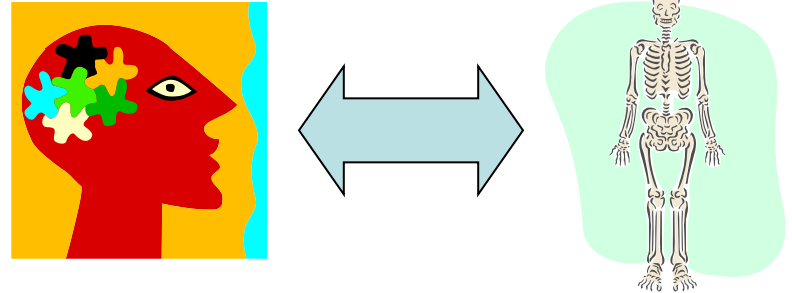
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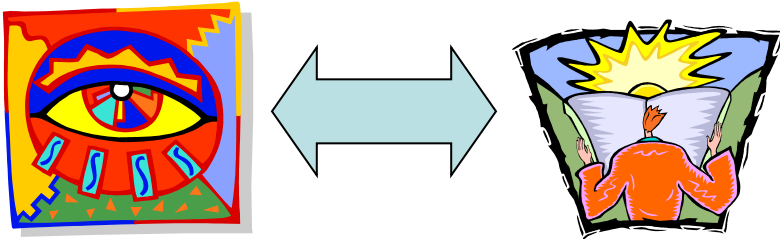
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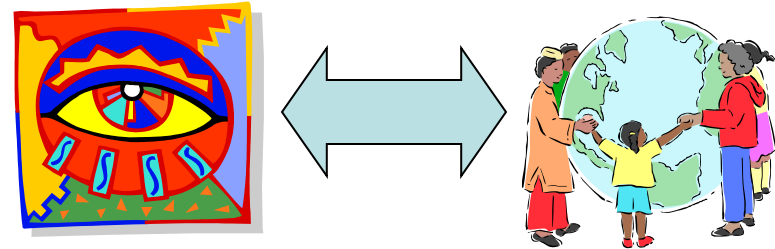
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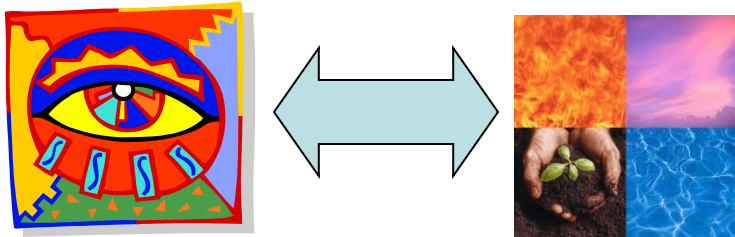
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## TO the EARTH

Walking in the woods versus on concrete, breathing fresh air versus recycled air, playing on grass versus on tarmac.

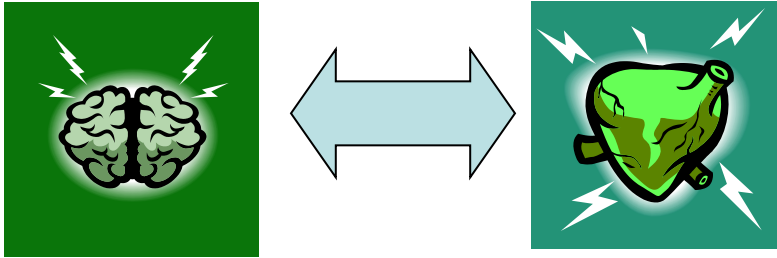


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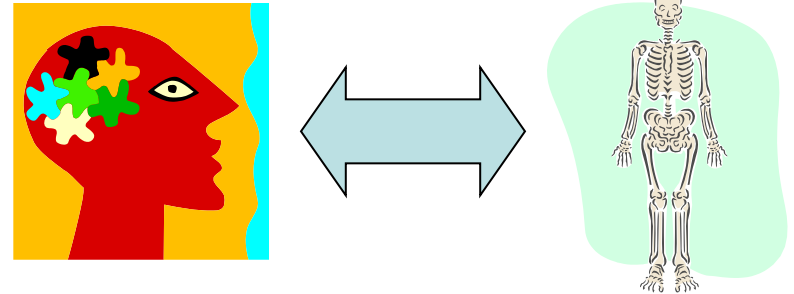
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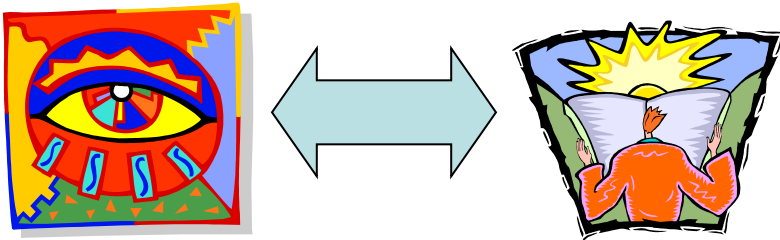
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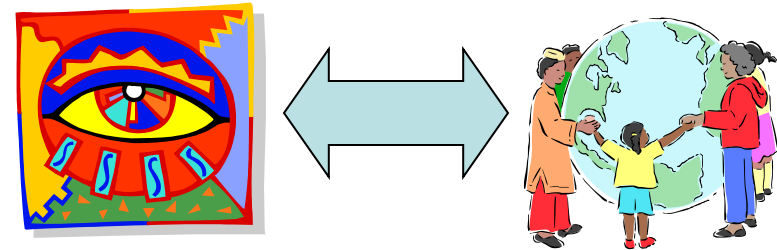
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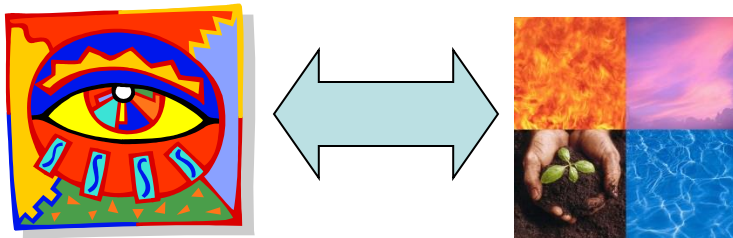
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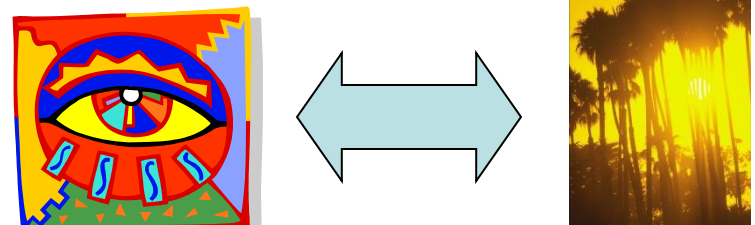
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Walking in the woods versus on concrete, breathing fresh air versus recycled air, playing on grass versus on tarmac.



## TO the SOUL

"Education depends upon its attitude toward the soul."  
(Elizabeth Peabody)



# ELEMENTS OF HOLISTIC LEARNING

(Miller, 1998)



# ELEMENTS OF HOLISTIC LEARNING

(Miller, 1998)

**BALANCE**

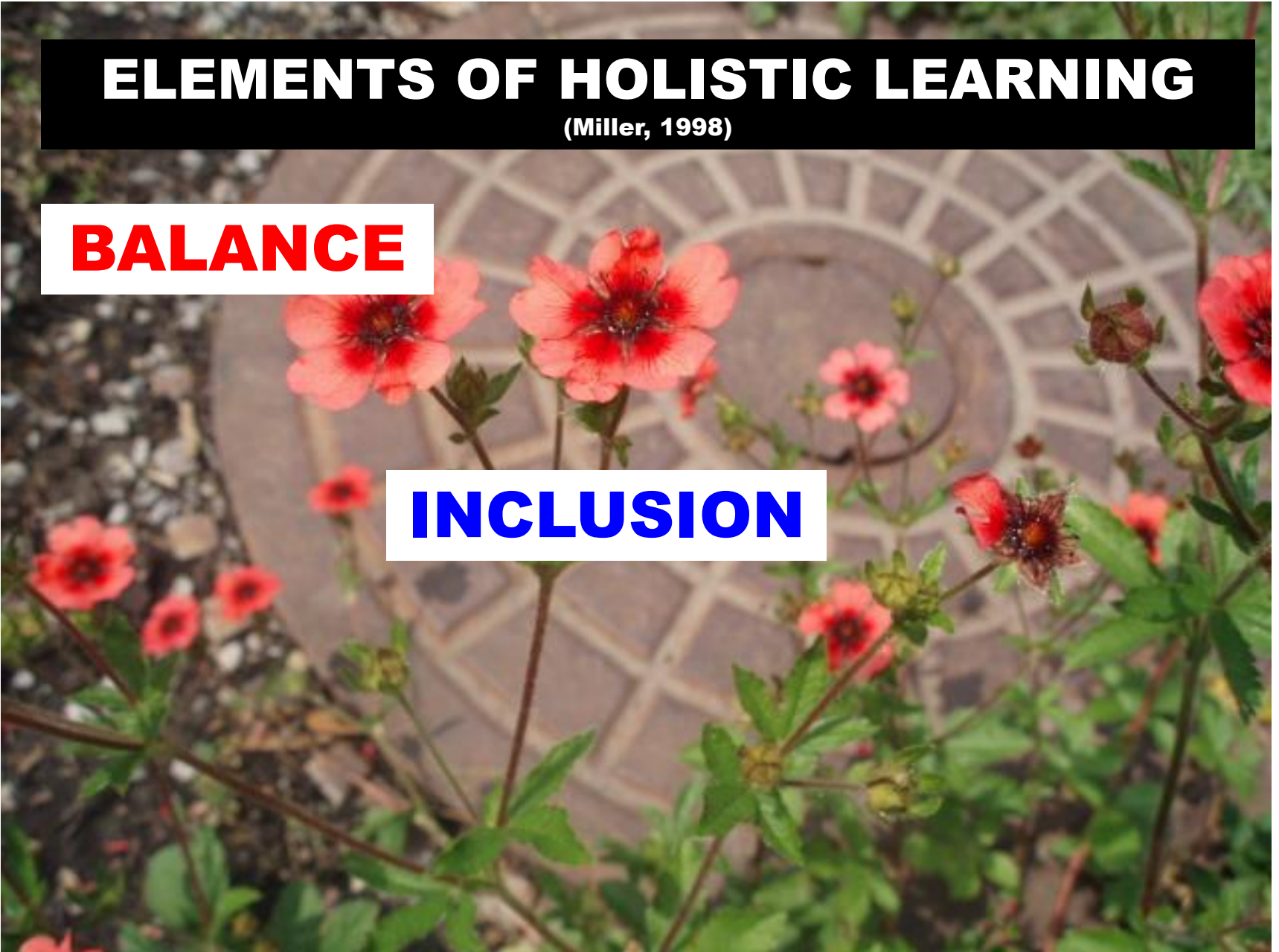


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(Miller, 1998)

**BALANCE**

**INCLUSION**



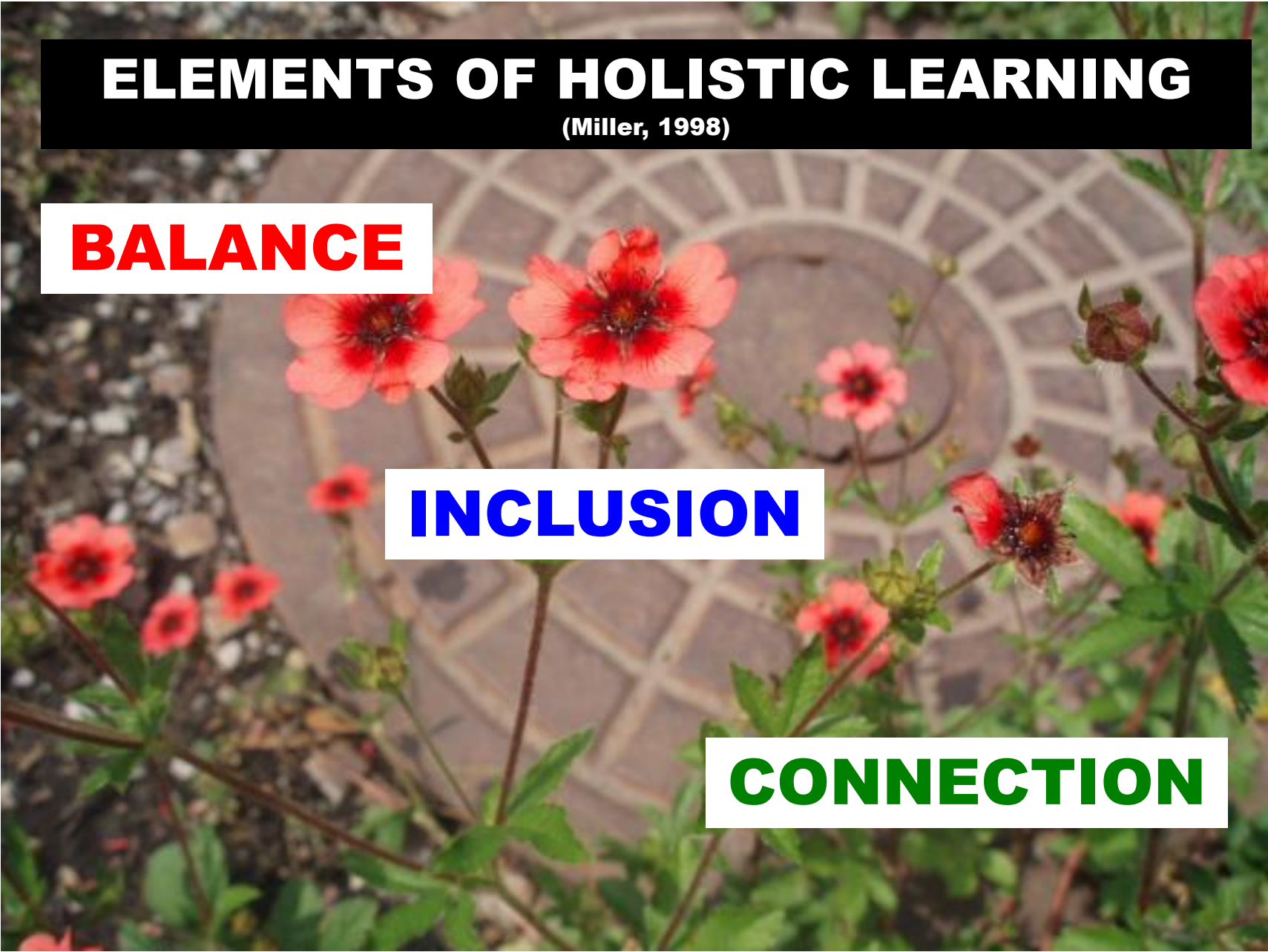
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(Miller, 1998)

**BALANCE**

**INCLUSION**

**CONNECTION**



# ELEMENTS OF HOLISTIC LEARNING

(Miller, 1998)

## BALANCE

FINDING A BALANCE BETWEEN:



# ELEMENTS OF HOLISTIC LEARNING

(Miller, 1998)

## BALANCE

FINDING A BALANCE BETWEEN:

**INDIVIDUAL** LEARNING and **GROUP**  
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# ELEMENTS OF HOLISTIC LEARNING

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# ELEMENTS OF HOLISTIC LEARNING

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THINKING

CONTENT and PROCESS

LEARNING and ASSESSMENT



# ELEMENTS OF HOLISTIC LEARNING

(Miller, 1998)

## BALANCE

FINDING A BALANCE BETWEEN:

INDIVIDUAL LEARNING and GROUP  
LEARNING

ANALYTICAL THINKING and INTUITIVE  
THINKING

CONTENT and PROCESS

LEARNING and ASSESSMENT

COMPETITION and COMPASSION



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(Miller, 1998)

## INCLUSION



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**TRANSFORMATIVE LEARNING** – A focus not just on intellectual development, but also on physical, emotional, aesthetic, moral, and spiritual growth with significant connections between the student and the subject matter.



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## CONNECTION



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**THROUGH LEGENDS and MYTHICAL STORIES** TO HELP EVERYONE NURTURE AND DEVELOP A DEEPER SENSE OF SELF.



# The Role of the Teacher in Holistic Learning

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Places an emphasis on cultivating loving kindness and compassion...through spiritual practices, and slowing down, taking a breath, doing nothing at some point during the day.

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**Holistic Learning simply asks us to place a focus on what is ultimately important in life – the development of “whole” human beings.**

*And hold fast,  
All together, by the rope  
Which God (stretches out for you),  
And be not divided among  
yourselves,  
And remember with gratitude  
God's favor on you:  
For ye were enemies  
And He joined your hearts  
In love, so that by His grace  
Ye became brethren.*

Qur'anic Ayat (3:103) rendered in classic thuluth script 8  
From the website of His Holiness, The Aga Khan

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