

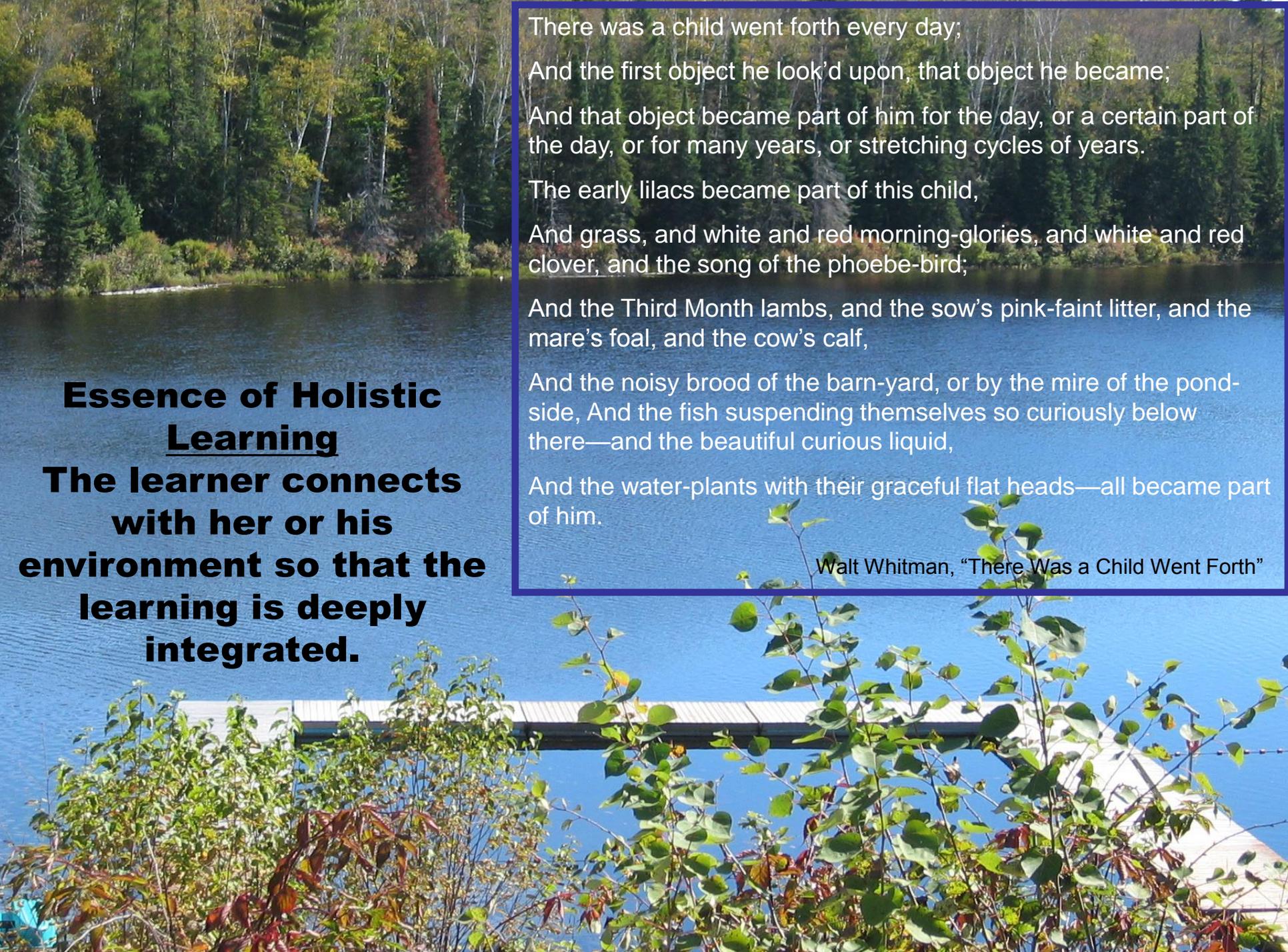


An Introduction to **HOLISTIC LEARNING**



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



A scenic view of a lake with a forested shoreline. In the foreground, there are green and reddish-brown bushes. A white building with a dark roof is visible in the middle ground. The water is calm and reflects the sky. The background is a dense forest of tall trees.

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,

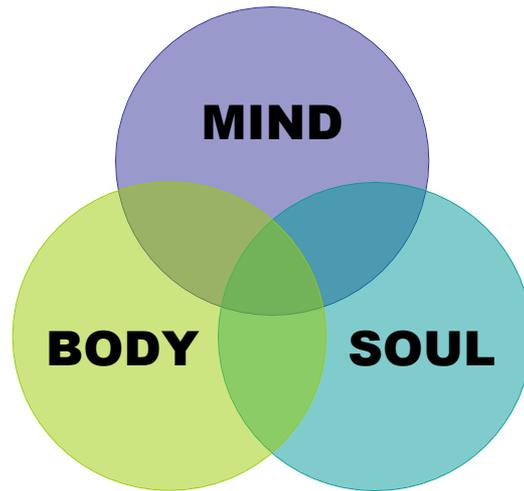
And the water-plants with their graceful flat heads—all became part
of him.

Walt Whitman, "There Was a Child Went Forth"

Essence of Holistic Learning

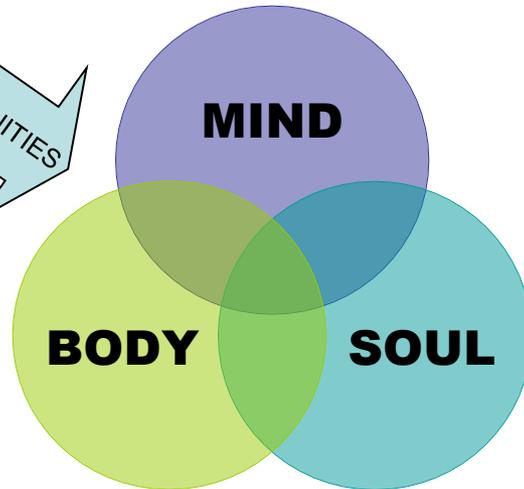
**The learner connects
with her or his
environment so that the
learning is deeply
integrated.**

TOWARDS A SPIRITUAL CURRICULUM



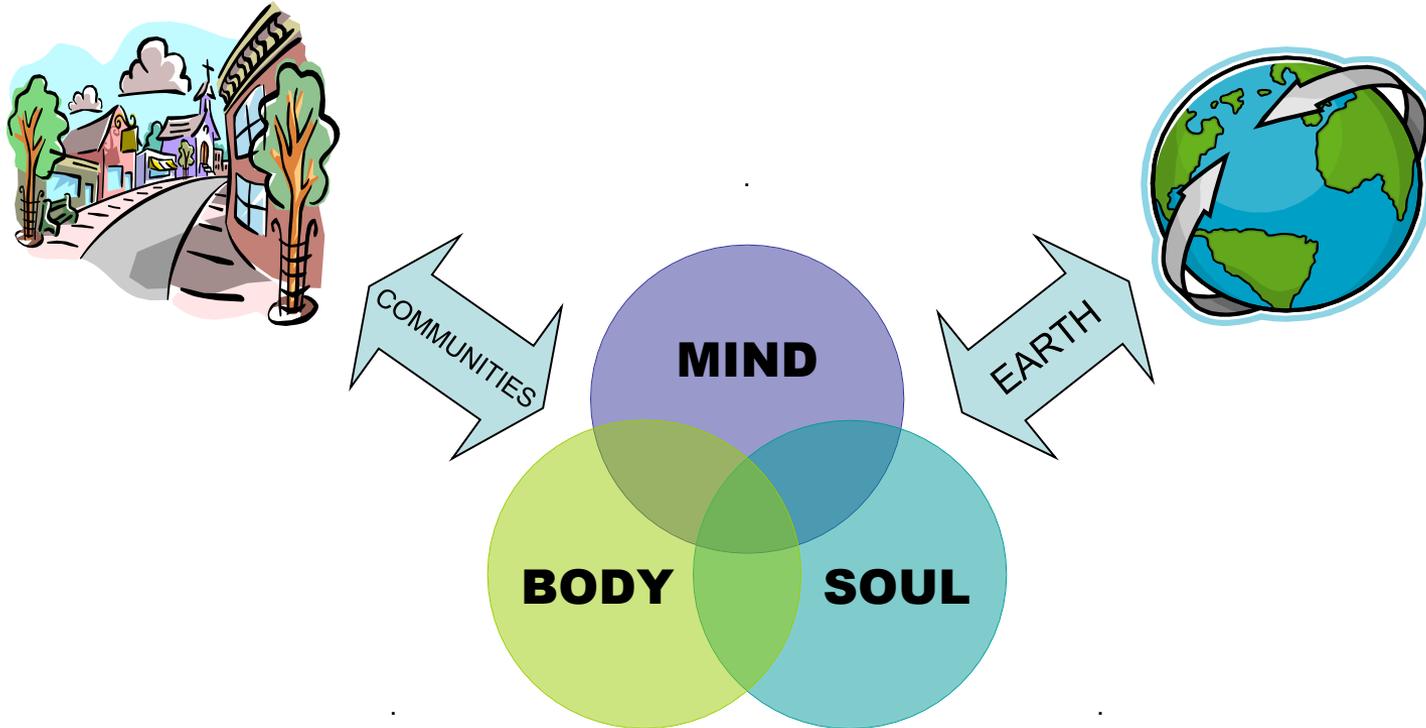
As Holistic Educators, we must pay attention to and develop the “whole” student...and that means the Body and the Soul, as well as the Mind.

TOWARDS A SPIRITUAL CURRICULUM



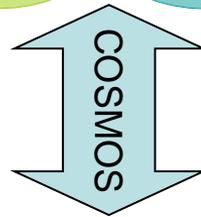
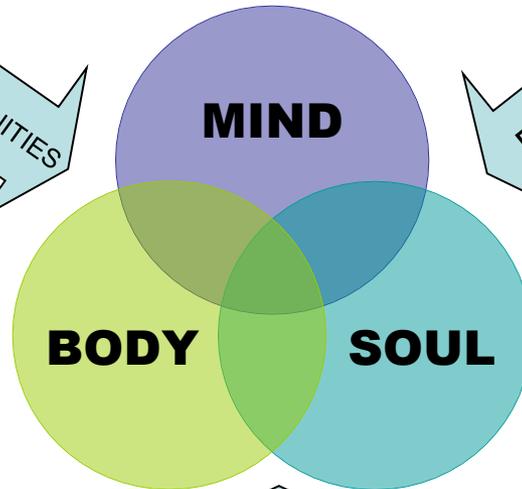
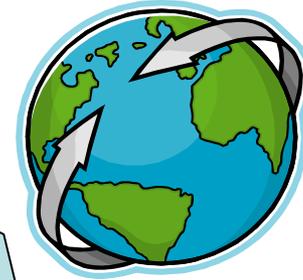
We must also do this in the sense of an interconnectedness first to themselves...and then to their communities; those in which we formally learn as well as the broader external communities where we live, play, and work...

TOWARDS A SPIRITUAL CURRICULUM



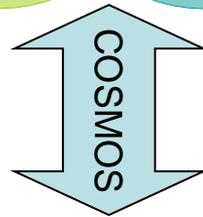
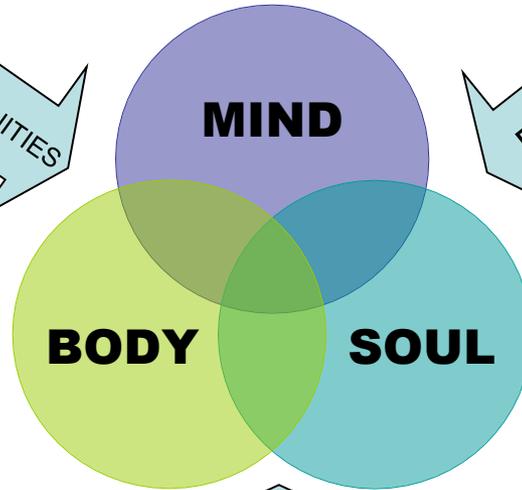
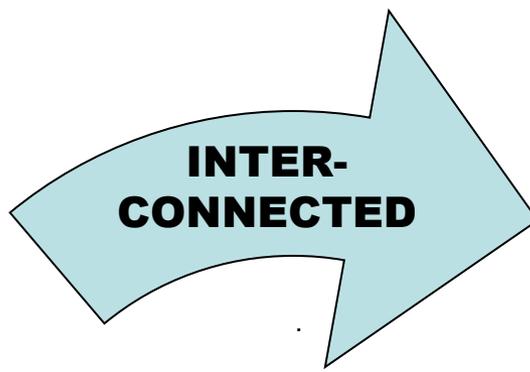
An
interconnectedness
to the Earth...

TOWARDS A SPIRITUAL CURRICULUM

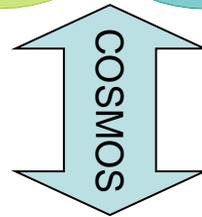
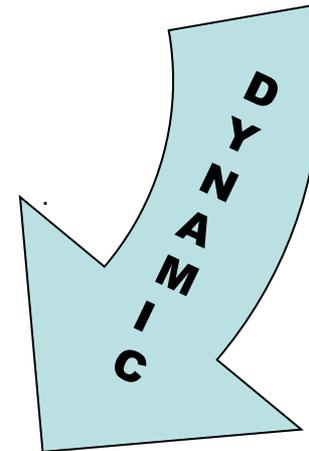
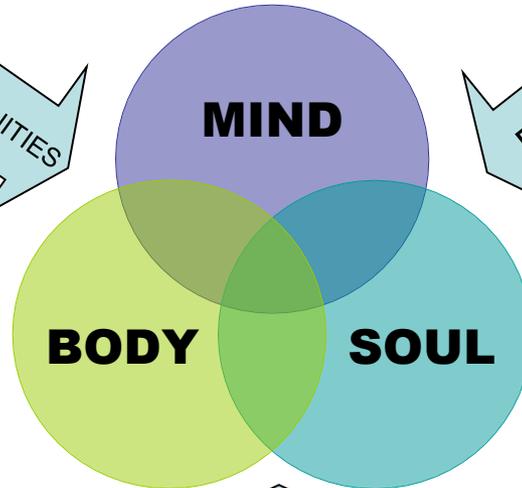
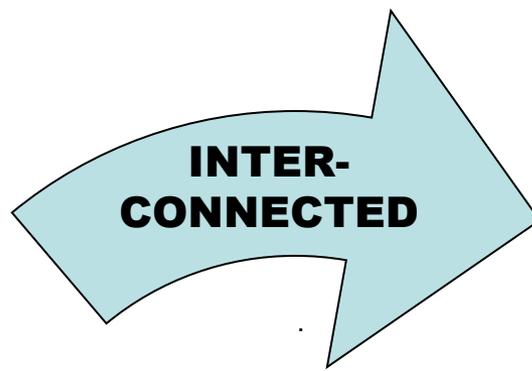


And finally, an interconnectedness to the Cosmos...

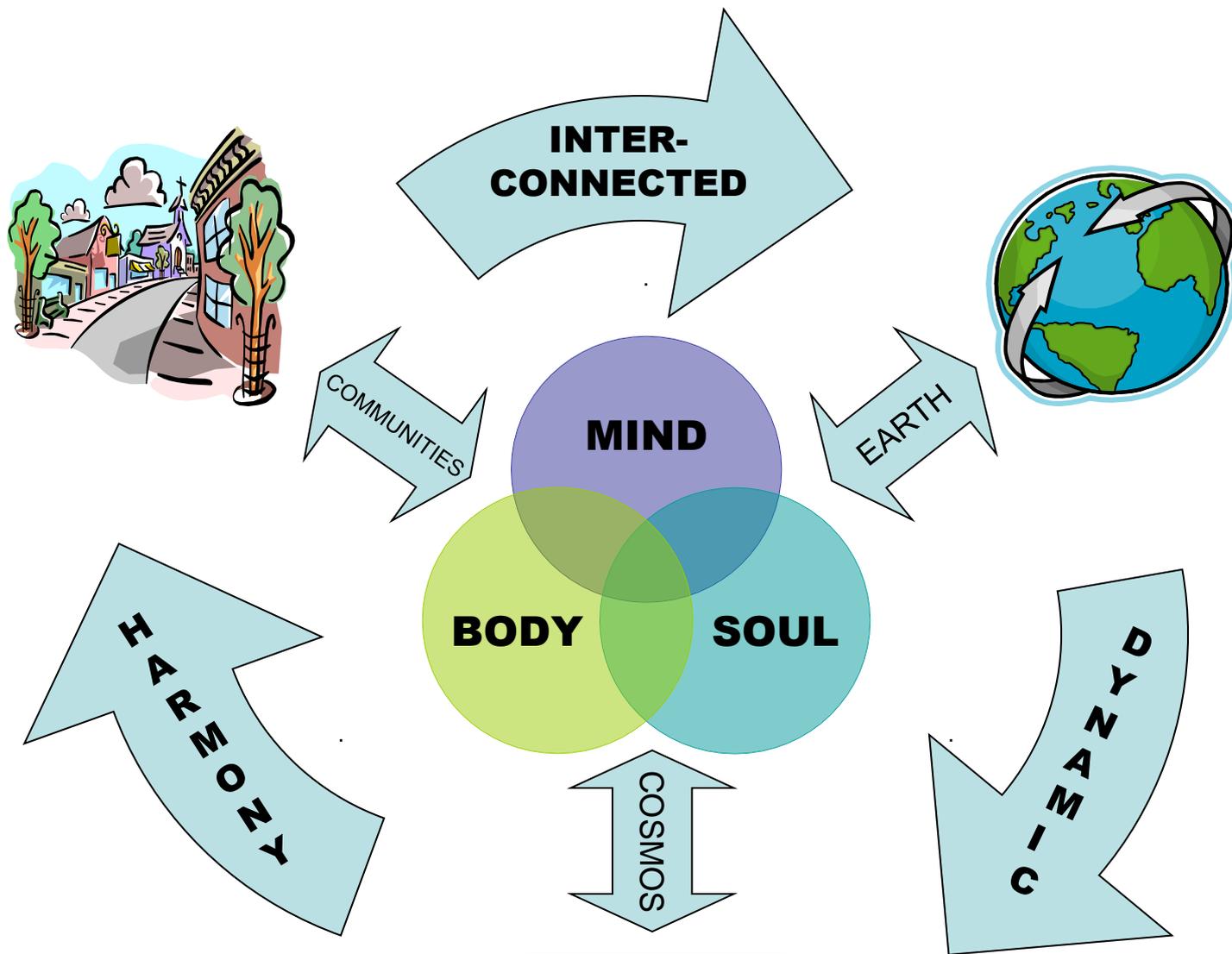




Students need to gain an understanding of what some have called “The Butterfly Effect;” that everything is connected...



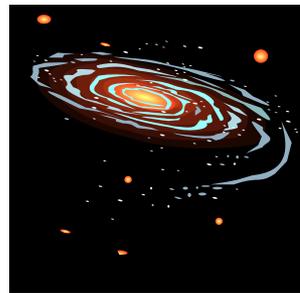
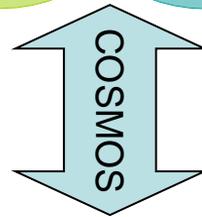
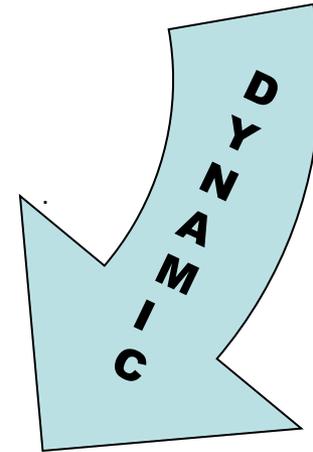
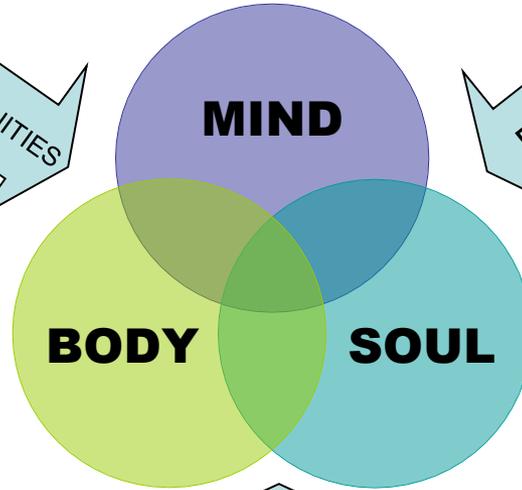
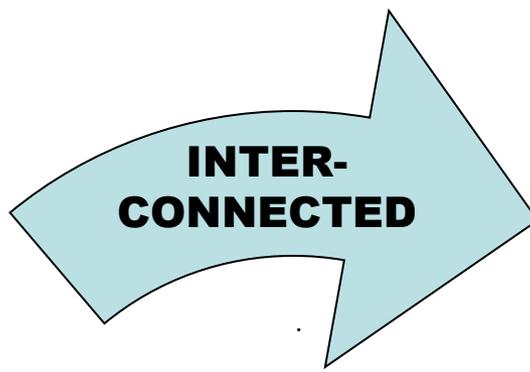
And, this interconnectedness is dynamic...It is real, now, active, and changing all the time...



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



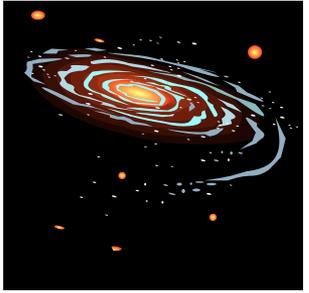
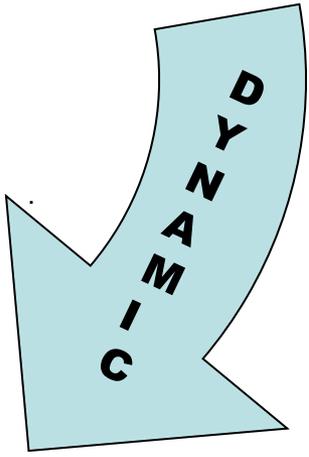
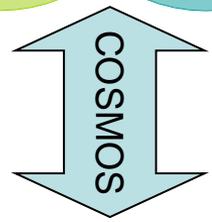
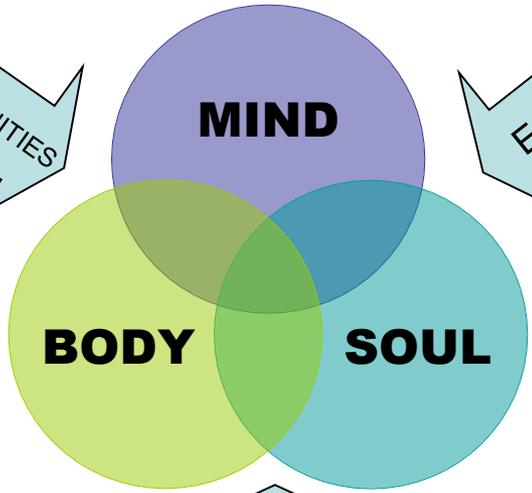
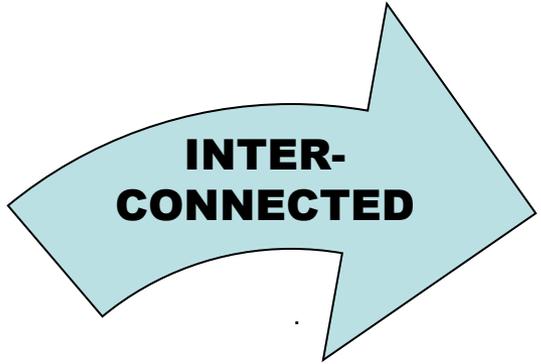
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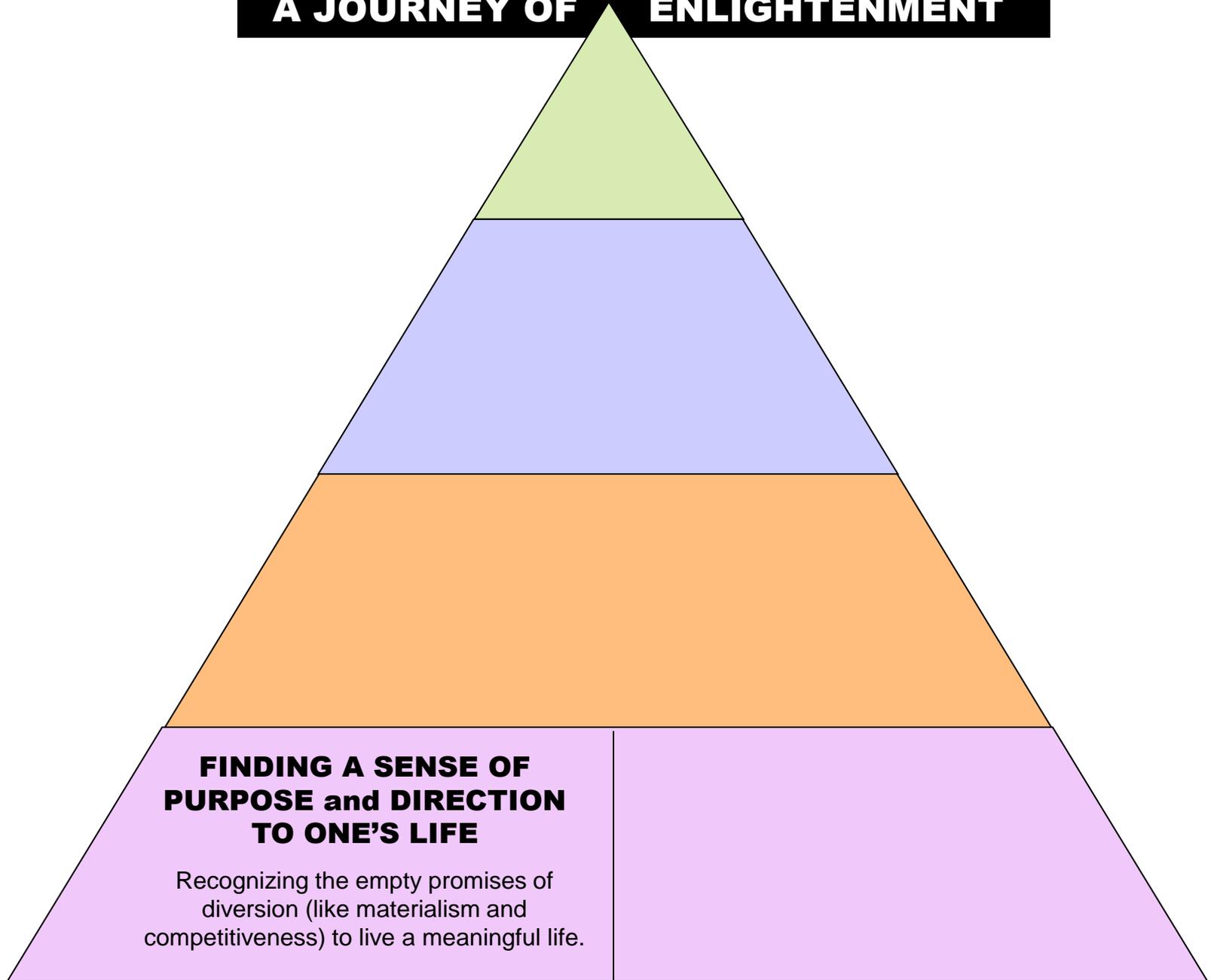
That this oneness with reality...this dynamic connection...this harmony is expressed through Love.

S S E N S E N E S S



L O V E

A JOURNEY OF ENLIGHTENMENT



A JOURNEY OF ENLIGHTENMENT

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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A JOURNEY OF ENLIGHTENMENT

JOY

"The Singing Soul"

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"The Singing Soul"

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

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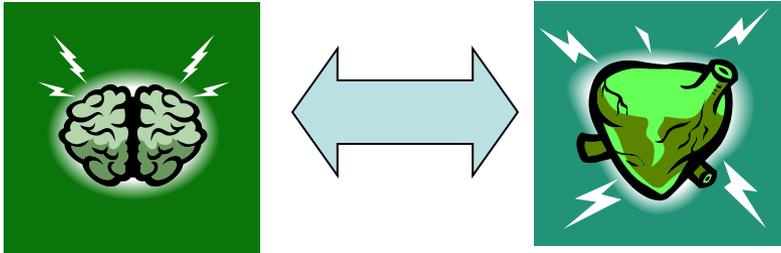
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Connections in Holistic Learning

(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.

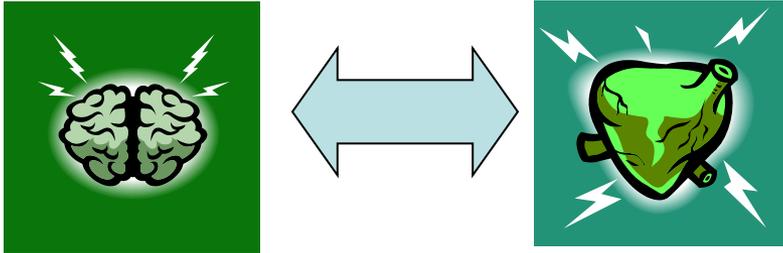


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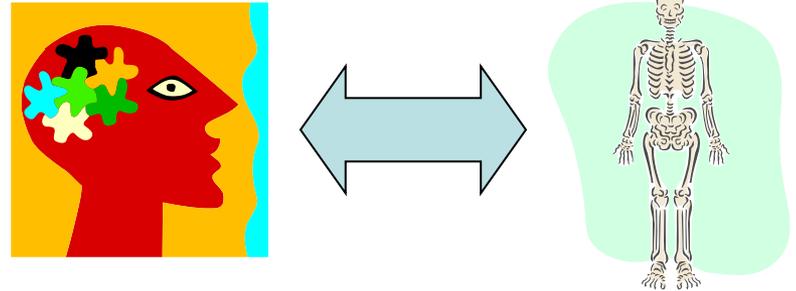
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MIND with BODY

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

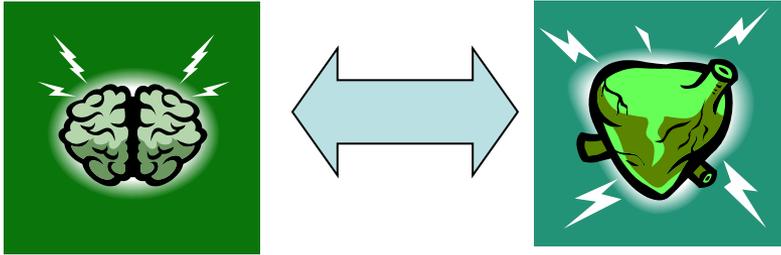


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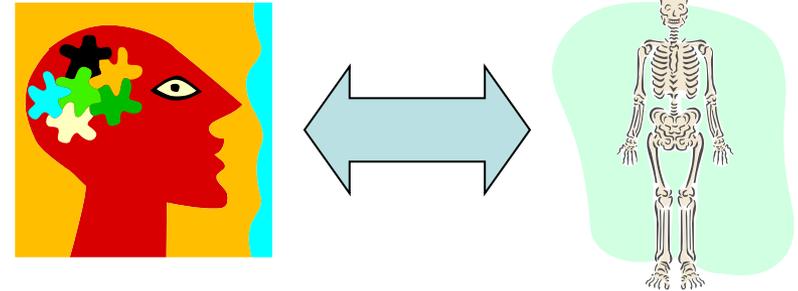
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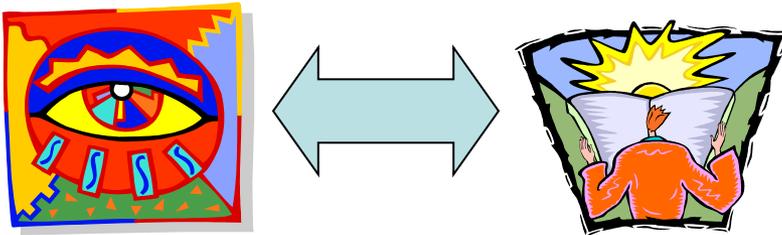
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TO ALL KNOWLEDGE

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

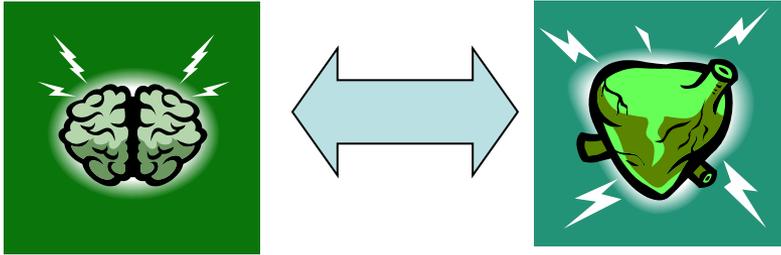


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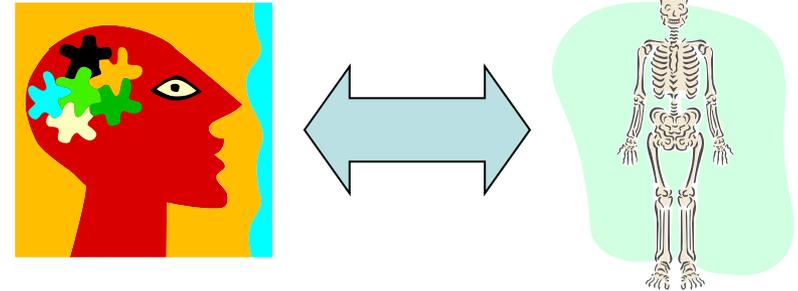
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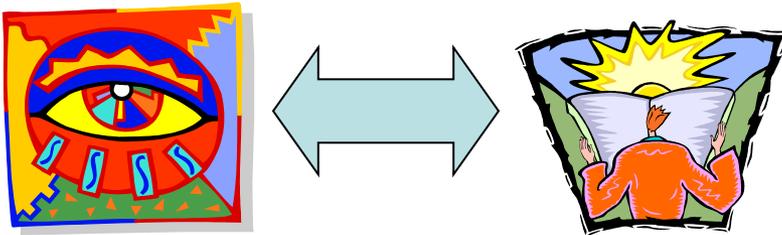
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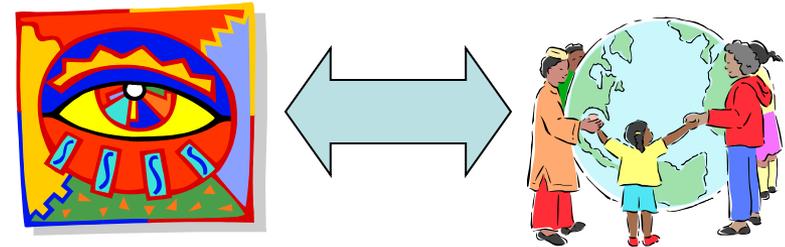
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TO COMMUNITY

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

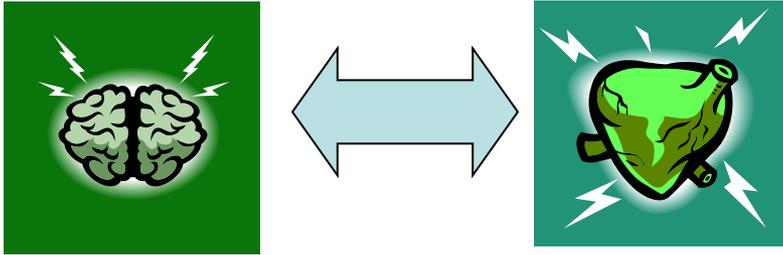


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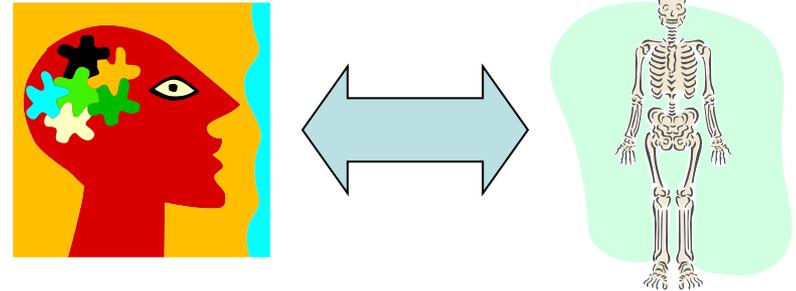
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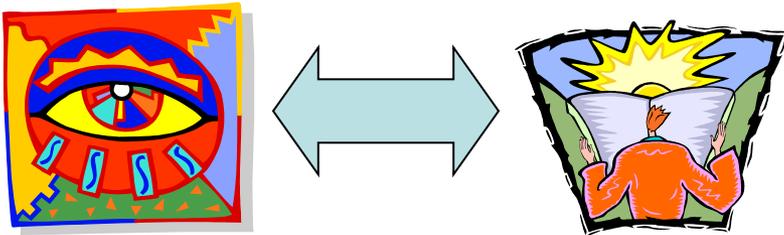
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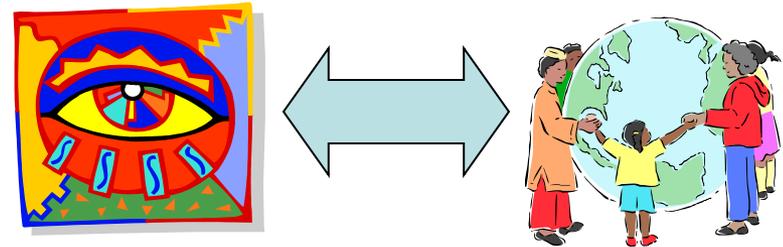
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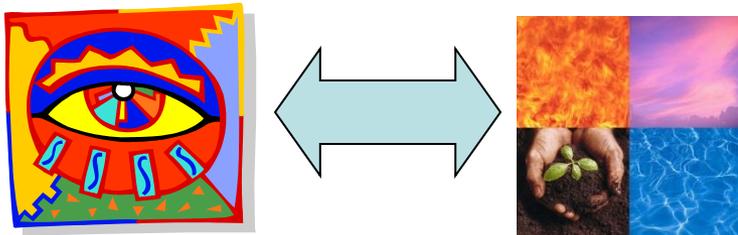
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TO the EARTH

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

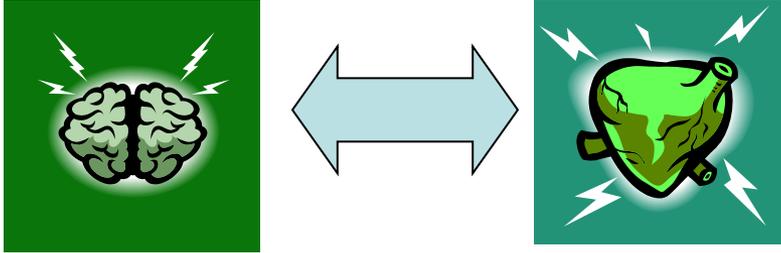


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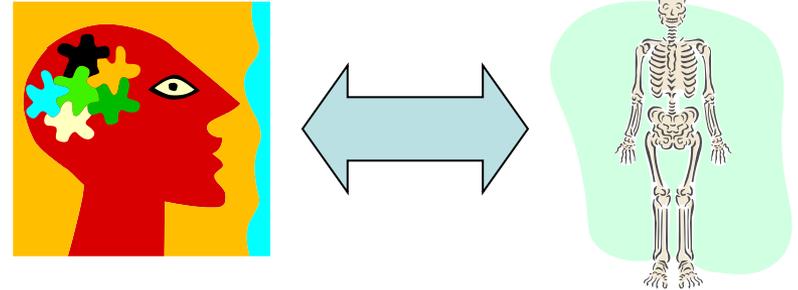
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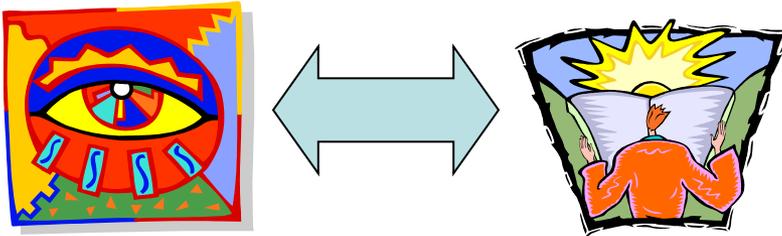
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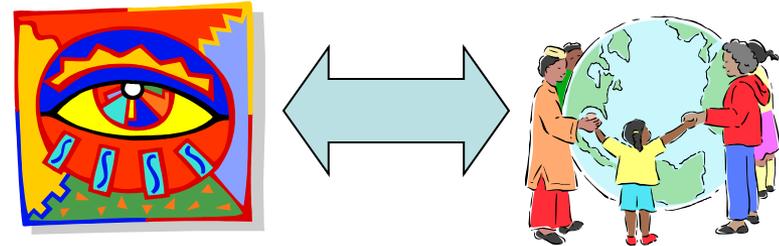
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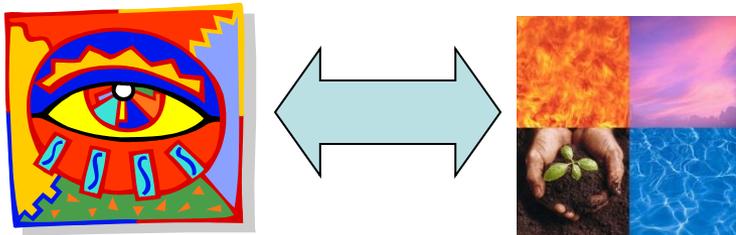
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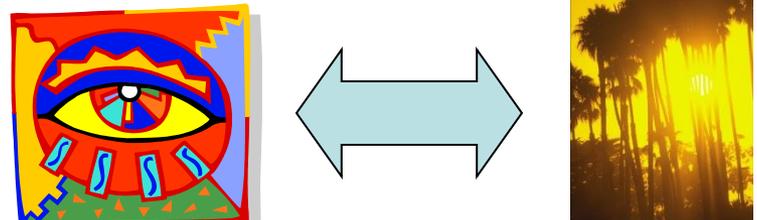
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TO the SOUL

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



ELEMENTS OF HOLISTIC LEARNING

(Miller, 1998)



ELEMENTS OF HOLISTIC LEARNING

(Miller, 1998)

BALANCE

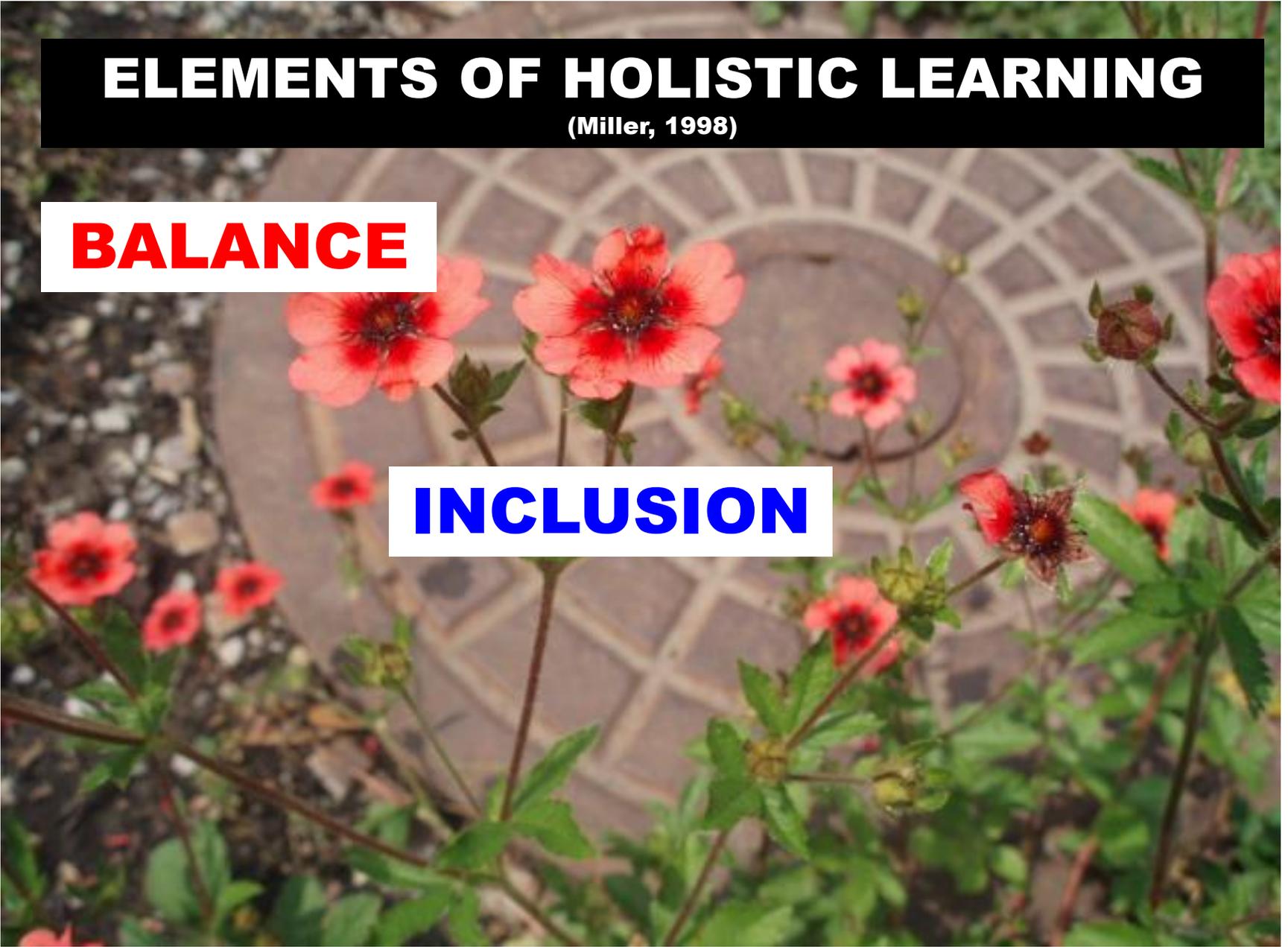


ELEMENTS OF HOLISTIC LEARNING

(Miller, 1998)

BALANCE

INCLUSION



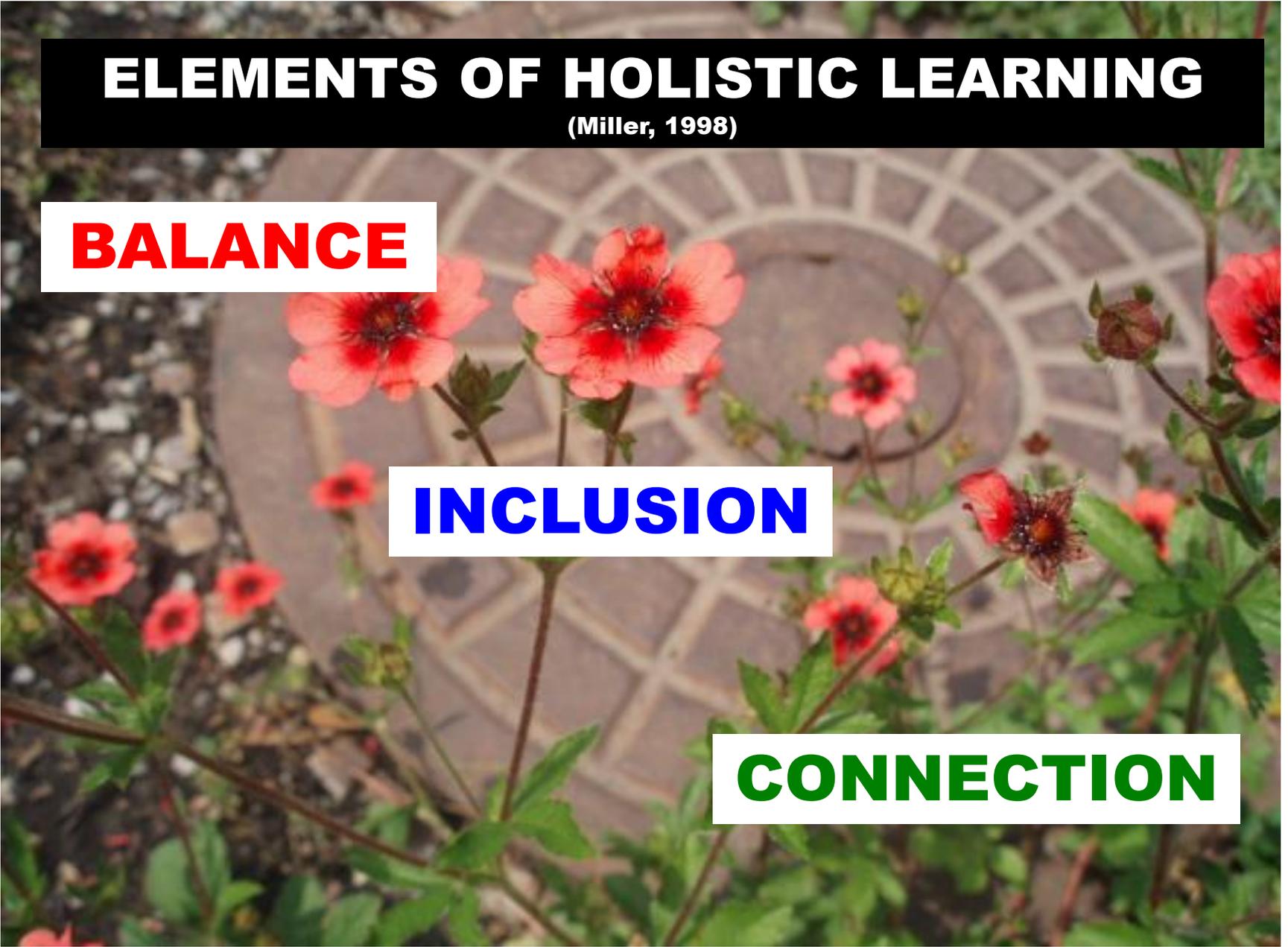
ELEMENTS OF HOLISTIC LEARNING

(Miller, 1998)

BALANCE

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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**
LEARNING



ELEMENTS OF HOLISTIC LEARNING

(Miller, 1998)

BALANCE

FINDING A BALANCE BETWEEN:

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ANALYTICAL THINKING and **INTUITIVE**
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ELEMENTS OF HOLISTIC LEARNING

(Miller, 1998)

BALANCE

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CONTENT and PROCESS



ELEMENTS OF HOLISTIC LEARNING

(Miller, 1998)

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LEARNING and ASSESSMENT



ELEMENTS OF HOLISTIC LEARNING

(Miller, 1998)

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CONTENT and PROCESS

LEARNING and ASSESSMENT

COMPETITION and COMPASSION



ELEMENTS OF HOLISTIC LEARNING

(Miller, 1998)

INCLUSION



ELEMENTS OF HOLISTIC LEARNING

(Miller, 1998)

INCLUSION

**MAKING SURE NO-ONE IS EXCLUDED
THROUGH USING ALL THREE KINDS
OF
LEARNING:**



ELEMENTS OF HOLISTIC LEARNING

(Miller, 1998)

INCLUSION

**MAKING SURE NO-ONE IS EXCLUDED
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TRANSMISSION LEARNING – Accumulating factual information through a one-way flow from the teacher to the student.



ELEMENTS OF HOLISTIC LEARNING

(Miller, 1998)

INCLUSION

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OF
LEARNING:**

TRANSMISSION LEARNING – Accumulating factual information through a one-way flow from the teacher to the student.

TRANSACTION LEARNING – Focus on problem solving and developing cognitive skills through an examination of a broad range of problems and issues with greater interaction between the teacher and learner.



ELEMENTS OF HOLISTIC LEARNING

(Miller, 1998)

INCLUSION

**MAKING SURE NO-ONE IS EXCLUDED
THROUGH USING ALL THREE KINDS
OF
LEARNING:**

TRANSMISSION LEARNING – Accumulating factual information through a one-way flow from the teacher to the student.

TRANSACTION LEARNING – Focus on problem solving and developing cognitive skills through an examination of a broad range of problems and issues with greater interaction between the teacher and learner.

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.



ELEMENTS OF HOLISTIC LEARNING

(Miller, 1998)

CONNECTION



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AMONG SCHOOL SUBJECTS...SUCH AS
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TO THE EARTH THROUGH MAINTAINING VEGETABLE GARDENS, PLANTING TREES, MAINTAINING AQUARIUMS;



ELEMENTS OF HOLISTIC LEARNING

(Miller, 1998)

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TO THE EARTH THROUGH MAINTAINING VEGETABLE GARDENS, PLANTING TREES, MAINTAINING AQUARIUMS;

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



The Role of the Teacher in Holistic Learning

(Miller, 1998)



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Honours the duality of the role (e.g., giving grades, etc.) while throwing off the inherent shackles of the role and comes to teaching from the Soul.

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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.

Moves from the “Calculating Mind” to the “Listening Mind” and through small acts of attention shows respect and builds a sense of classroom community



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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