


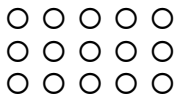
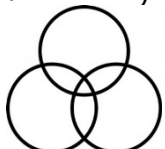
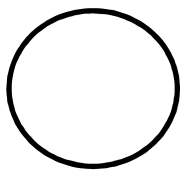


Whole Child Education & Holistic Learning

Holistic education is the process of cultivating the whole person (or whole child) and helping individuals live more consciously within their communities and natural ecosystems (Miller, 2007, 2010) with the goal of self-actualization (Kochhar-Bryant & Heishman, 2010). Holistic educators resist pressure to standardize education on the ground that every child is unique, and standardization works against appropriate instruction for diverse groups of learners (Karila, 2012).

The table below reflects Miller's (2007, 2010) conceptualization of various educational models. Miller himself suggests that holistic learning environments can include aspects of achievement and inquiry, but holistic aims and approaches to students, teaching, environments and curriculum are fundamentally unique.

			
Aims	Subject mastery Skills mastery Adoption of cultural values	Problem-solving Inquiry skills Critical thinking	Wisdom Compassion Sense of purpose
Teaching	Behaviourist approaches (mastery learning, phonics, cultural literacy), teacher-centred approaches (worksheets, videos, etc.)	Cognitivist approaches (problem-based learning [PBL], case studies, discipline-based inquiry), inquiry learning projects	Transpersonal, post-constructivist approaches (autobiography, service learning, authentic learning, indigenous approaches, play-based and place-based learning) and culturally sustainable models
Assessment	Tests, checklists, worksheets	Observation, interviews, rubrics	Self-evaluation, peer-evaluation, portfolios, performance tasks
Curriculum	Separate subjects (subjects taught separately, with limited cross-curricular connections)	Inter-disciplinary (around questions or themes in which 2 or 3 subjects address problems)	Trans-disciplinary (fully integrated across broad patterns)
			

References

- Karila, K. (2012). A Nordic perspective on early childhood education and care policy. *European Journal of Education*, 47(4), 584-595.
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