

The Future of Instruction, Learning and Leadership: Education for Holistic Development, Ethical Leadership and Sustainability



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The time has come to take concrete steps to bring about a real transformation in the ways we educate our future generations. We need to combine both an education of the mind with an education of the heart so that our children grow up as responsible, caring citizens equipped to meet the challenges of today's increasingly globalized world.

His Holiness, the Dalai Lama-July 2, 2016



Conference Purpose

- To examine the construct of leadership.
- To focus on holistic education and development of students we serve in preparing a society of individuals for ethical leadership, caring, humanity and sustainability of the future world.
- ECCSSA called for: innovative thinking, new paradigms and theoretical and applied models of instructional design and leadership in higher education encompassing all aspects of holistic education with emphasis on instruction, learning and leadership.
- Goal: to develop a model for preparing future citizens and leaders for a sustainable world.



The Problem

- Current leadership models not working.
- Leadership is in moral chaos.
- Many citizens not equipped to become effective citizens, parents, professionals and leaders of tomorrow.
- Many do not understand or possess an ethical compass which equips them to take care of family, etc.
- Current educational models are inadequate. Global Problem.
- Education, training and reforms are needed—to philosophy and approaches to instruction learning and leadership.



Preparation Needed

- *Holistic development for a sustained world.*
- *Understand the meaning of character, relationships, responsibility and stewardship– important qualities for sustaining a nation and world.*
- *Development of the whole person.*
- *Equipped to make positive contributions to self, nation and world.*



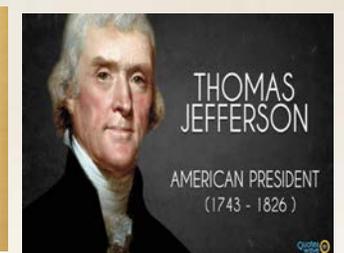
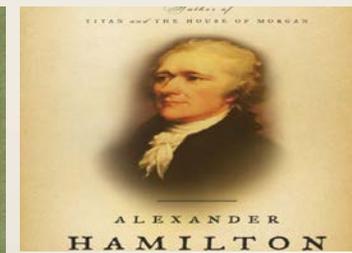
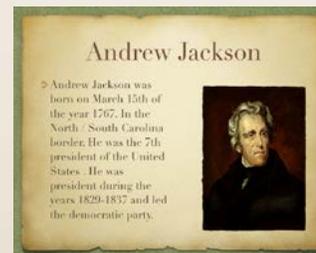
Critical Questions

- What is meant by 'developing the whole student' and how might this general aim fit within the current higher education context?
- What constitutes the development of a well-rounded student learning experience?
- To what extent does a college/university experience influence students' holistic development?
- How can a holistic student experience be created and led in higher education? What are the models that currently exist? What are the proposals for new paradigms?
- What are the innovative models that are being envisioned, proposed, created or implemented?
- What instructional, student services, administrative leadership and support services are required?
- What educational activities and instructional learning would support this type of development?
- How do we prepare current and future leaders to be authentic, ethical, principled-centered, and people-focused leaders of change?
- How do we develop and inculcate future leaders who are capable, prepared and equipped to demonstrate leadership and citizenship characteristics displaying, care, compassion, wisdom and stewardship of humanity, the world and planet, for future sustainability of civilization?



Three Traditions of American Democracy and Higher Education

Jackson, Hamilton and Jefferson



The Jacksonian Tradition: Education— Who Cares?

**“The leaders of society
need not have a lot of
formal education in order
to be successful.”**

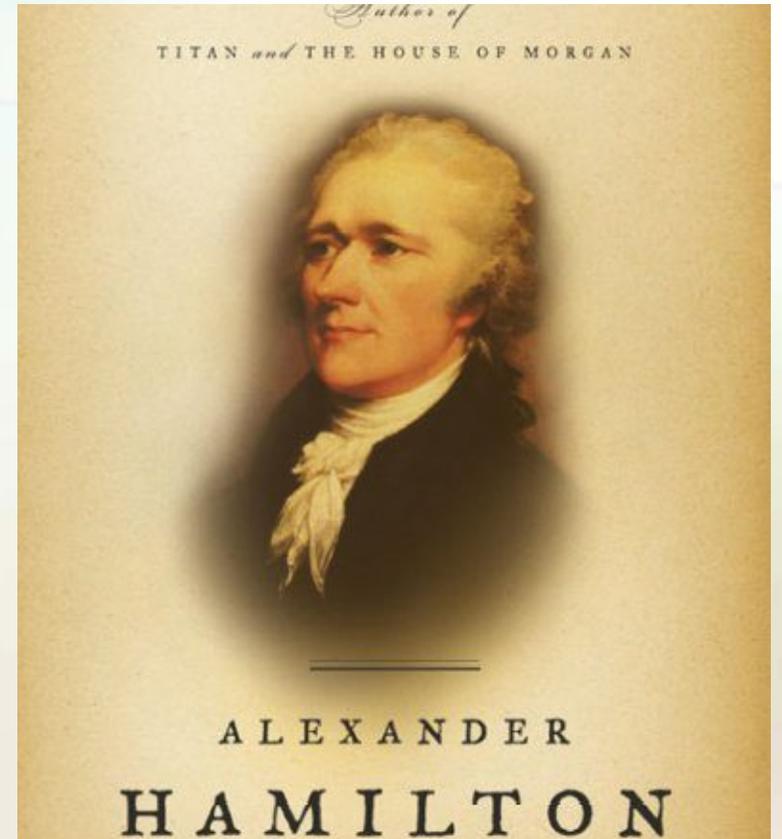
Andrew Jackson

➤ Andrew Jackson was born on March 15th of the year 1767. In the North / South Carolina border. He was the 7th president of the United States . He was president during the years 1829-1837 and led the democratic party.



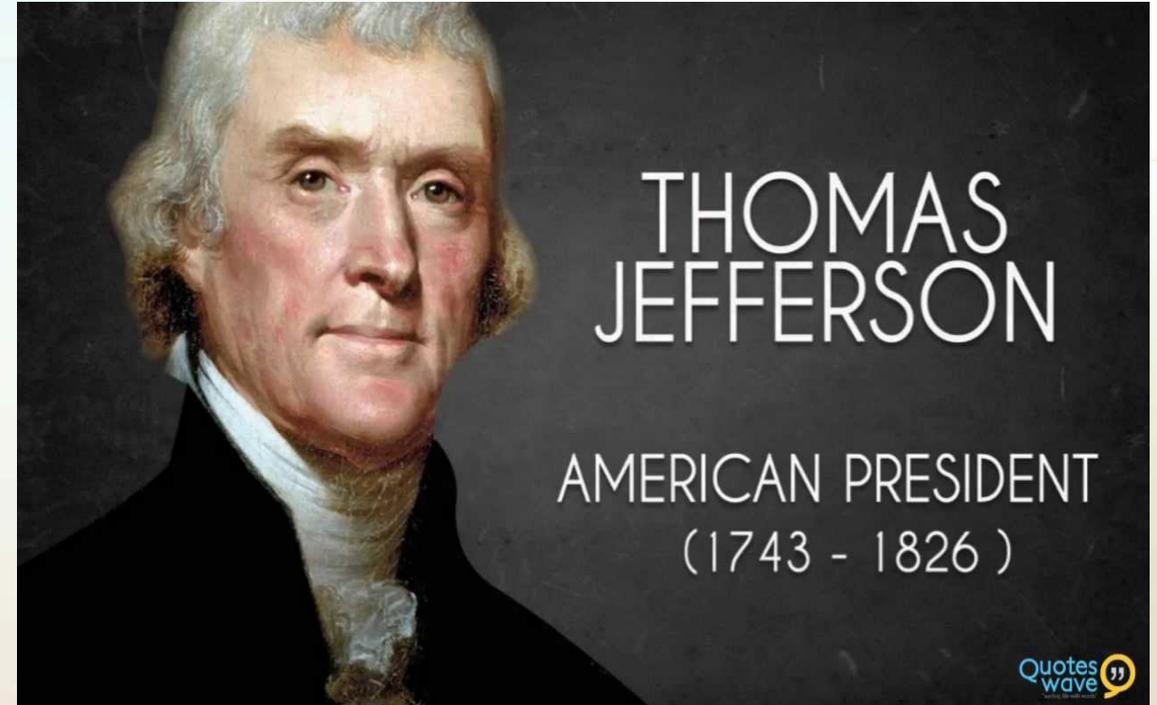
The Hamiltonian Model: Educating the Elite for Leadership

Model most widely adopted in the U.S. Identify and put the elite into office.



Jeffersonian Tradition: Higher Education for the Masses

Anyone can become an ethical leader in society. But the individual must be educated first





Historical Roots of Holistic Education

~Early Greeks, Aristotle, Socrates, Rousseau, Pestalozzi, Kant, Husserl, Bloomer, Buner, Dewey, Vygotsky, Montessori, Waldorf School, Constructivist Theorists, Robert Sternberg, Howard Gardner et al.~





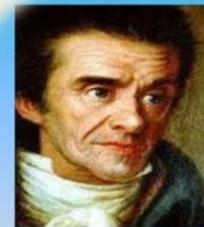
Aristotle

- In a treatise on politics, Aristotle ponders the role of education and training:
- *...but what should be the character of this public education, and how young persons should be educated are questions which remain to be considered. As things are, there is disagreement about the subjects. For mankind are by no means agreed about the things to be taught, whether we look to virtue or the best life. Neither is it clear whether education is more concerned with intellectual or with moral virtue. The existing practice is perplexing; no one knows on what principle we should proceed—should the useful in life, or should virtue, or should the higher knowledge, be the aim of our training?*

(Aristotle, Book VIII, 2, p.542).

Johann Pestalozzi

“The educational classroom should be a place for meaningful activity. Individuals should be developed fully.”



Johann Heinrich
Pestalozzi

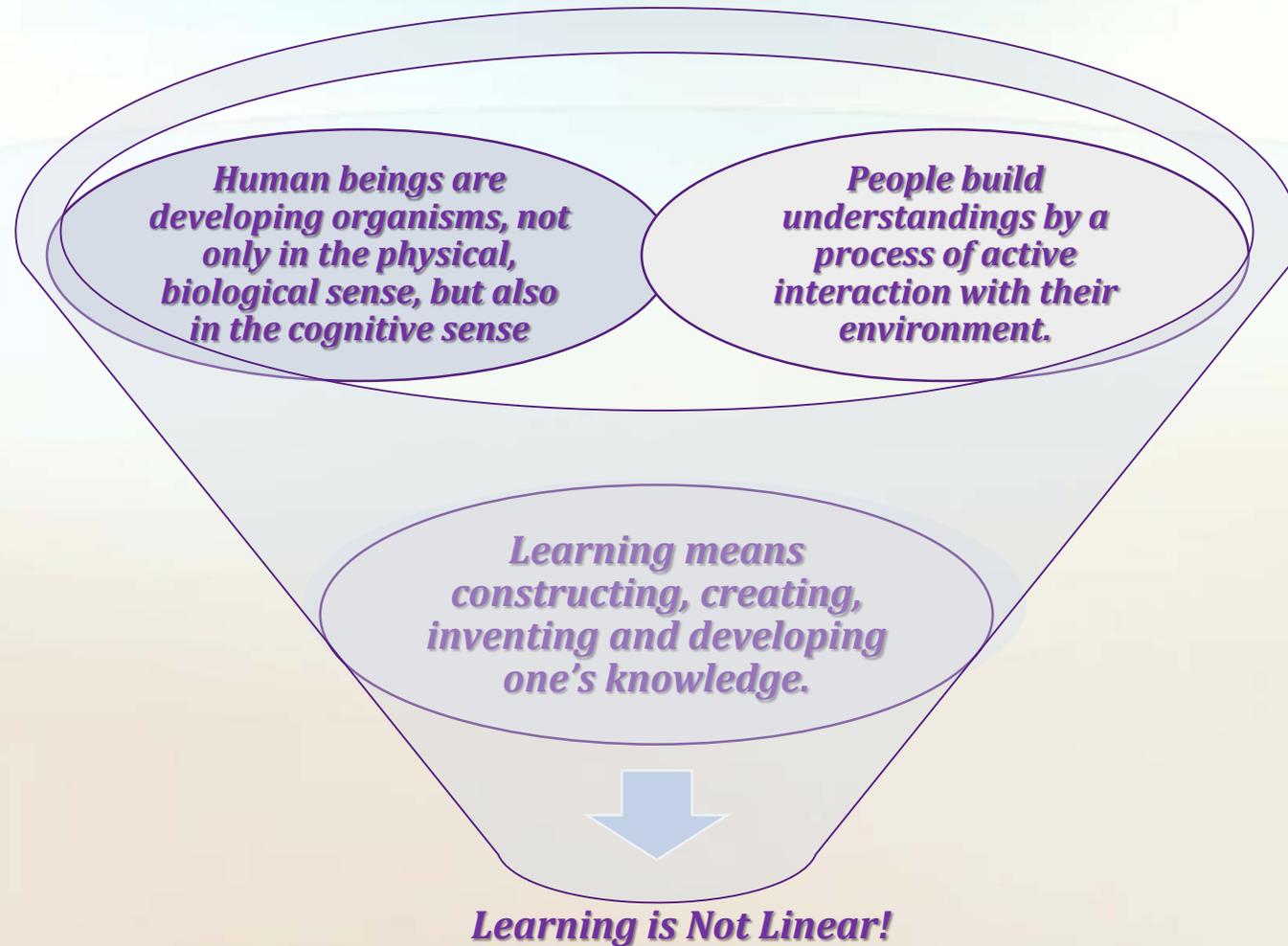
Constructivist Theorists

Constructing meaning and understanding of what is learned is central to the holistic approach to teaching (King, 2008).

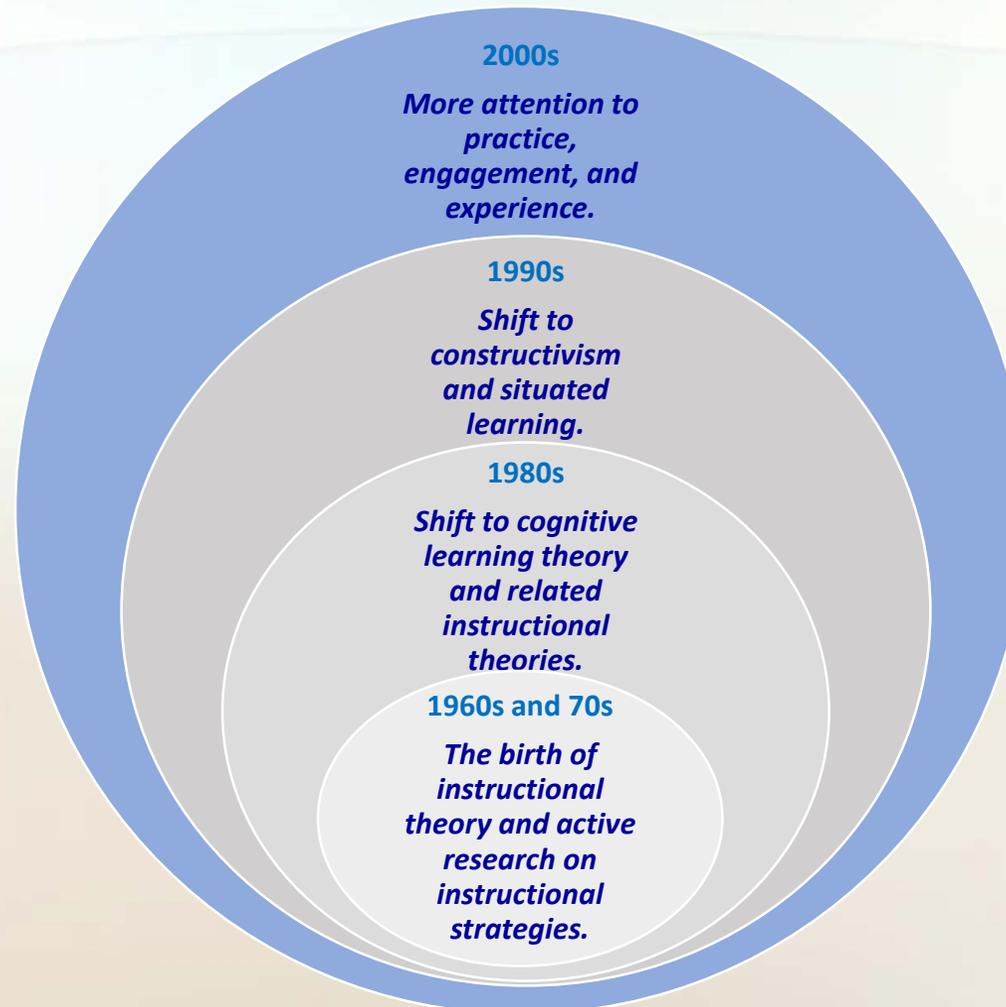
- **Learners should be able to:**
 - Construct meaning for themselves;
 - Reflect on the significance of the meaning; and
 - Make self-assessments to determine own strengths and weaknesses in learning;
- **Teacher becomes....**
 - Mediator of learning and thinking through engagement
 - Facilitator of understanding
 - Role shifts from “sage on the stage” to “guide on the side.”

Instruction is not “done to learners” but is meant to “engage learners.”

Conceptual Model of Constructivism



Constructivism vs. Historical Perspectives on Instruction



Constructivism-Basic Precepts

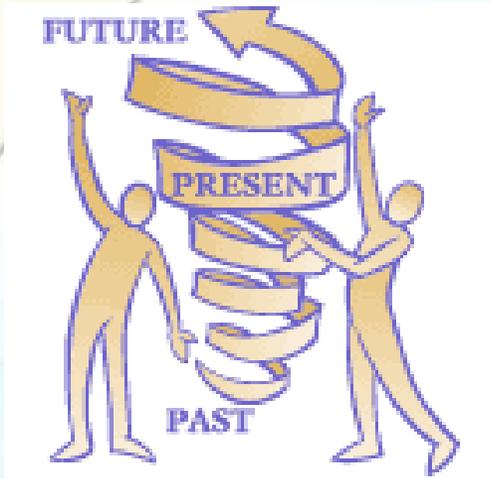
Learning is an active process of meaning-making gained in and through our experience and interactions with the world.

Learning is a social activity involving collaboration, negotiation, and participation in authentic practices of communities.

Where possible reflection, assessment, and feedback should be embedded “naturally” within learning activities.

Learners should take primary responsibility for their learning and “own” the process as far as possible.

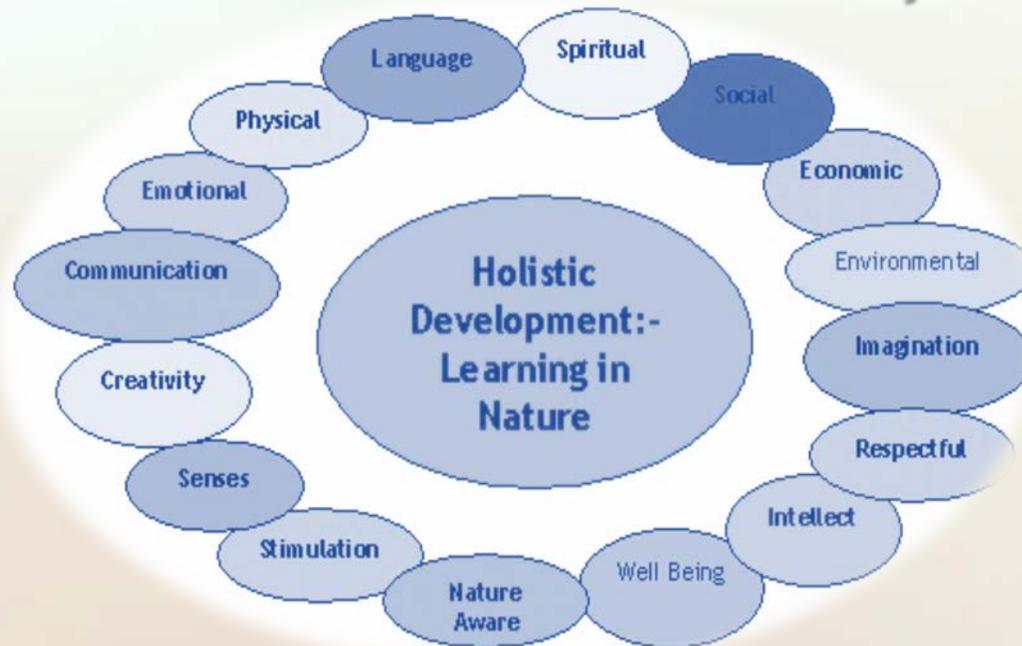
Reflective Summary: *Definitions suggest a re-negotiation of teacher and learner roles. Instruction is not so much done to learners as it is meant to engage learners in a process of inquiry and activity.*



Growing Disillusionment

There is a growing disillusionment with the current model of education that is described as dysfunctional approaches toward development of human potential.

What is Holistic Development?



Education for Holistic Development

The idea of education for holistic development encompasses not only learning academic knowledge and skills, but also developing other aspects of the student as individuals who strive to become productive citizens and good human beings.

- *Going Beyond Knowledge and Skills*
to include growing and maturing emotionally, spiritually and ethically.
 - *An integrative view of instruction, learning and development.*
- *Emphasizing connections and relationships between thinking, feeling and action.*
- *Developing well-rounded students with good skills and good character.*
 - *This should be the priority.*

AERA Holistic Education Working Group

It connects and makes a relationship among linearity and intuition; body, mind and spirit; the individual and the collective and the many and varied forms of knowing and knowledge. As a result, individuals attain a degree of autonomy and authenticity that allows them to be progressive agents in advancing their own and others development and welfare.

(Clarcken, 2006, Appendix A, Draft of Position Statement of the AERA Wholistic Education SIG Members)

Holistic Development

Teaching and learning should be rooted in a larger vision. This includes a sense of the whole person who is connected to their surrounding context and to the environment and world.

Holistic Education is Inclusive

- It rejects the labeling and exclusion or segregation of students.
- It encourages a wide range of diverse teaching and learning strategies to reach a diverse student population.
- Instruction is differentiated and includes transmission learning, transaction learning, transformatory learning.



An Inclusive Model

Transmission Learning: *One way movement of information from teacher or text to the student—things they need to know*

Transactional Learning: *Constructivist learning where students construct meaning and understanding of what is learned through inquiry and problem-solving.*

Transformative Learning: *Acknowledges the inner life of the student. Education is a process that can transform the individual.*

Major Components and Emphasis

- **Values**
- **Attitudes**
- **Development of Self**
- **Personal and Social Responsibility**
- **Stewardship**
- **Spiritual Development**
- **Virtue Ethics**
- **Moral Formation and Development**
- **Responsible Judgment**
- **Wisdom**

- **Service Learning**
- **Ethical Leadership**
- **Mindfulness (self, family, community)**
- **Care and Compassion**
- **Effective Communication & Mediation**
- **Conflict Resolution**
- **Global Understanding**
- **World Citizenship**
- **Future Sustainability**

Concept of Holism

A definition of holism published in the 1990 edition of the Holistic Education Review described “*holism*” as:

...emphasizing the challenge of creating a sustainable, just and peaceful society in harmony with Earth and its life. It involves an ecological sensitivity—a deep respect for both indigenous and modern cultures as well as the diversity of life forms on the planet. Holism seeks to expand the way we look at ourselves and our relationship to the world by celebrating our innate human potentials—the intuitive, emotional, physical imaginative, and creative, as well as the rational, logical, and verbal.

(Holistic Education Review, 1990, (3)4, 65)

HOLISM

INTERCONNECTEDNESS

SYNERGY

The Whole is Greater than
the Sum of its Parts

Central Principles of Holistic Education

- The purpose of education is to nourish the inherent possibilities of human development.
- Each learner should be recognized as unique and valuable. Everyone is inherently creative, has unique physical, emotional, intellectual and spiritual needs and abilities. They possess an unlimited capacity to learn.
- Education is a matter of experience. Learning is an active multi-sensory engagement between an individual and the world.
- There is a call for wholeness in the educational institutions and policies required to attain this aim. Wholeness implies that each academic discipline provides a different perspective on the rich complex, integrated phenomenon of life.
- Educators should be facilitators of learning which is an organic, natural process, and not a product that can be turned out on demand.
- There should be meaningful opportunities for real choice at every stage of the learning process.
- There should be a truly democratic model of education to empower all citizens to participate in meaningful ways in the life of the community and planet.

(Global Alliance for Transforming Education, 1991)

Central Principles of Holistic Education

- Each of us, whether we realize it or not, is a global citizen. It is time for education to nurture an appreciation for the magnificent diversity of human experience.
- Education must spring organically from a profound reverence for life in all its forms. We must rekindle a relationship between the human and the natural world that is nurturing and not exploitive.
- The most important and most valuable part of the person is his or her inner, subjective life—the self or the soul. Education must nourish the healthy growth of the inner person.

(Global Alliance for Transforming Education, 1991)

Spiritual, Moral, Civic, & Character Development

Includes development of the human spirit. Fundamental to an individual's life.

What is Spirituality?

- One's inner life.*
- Connecting Mind & Spirit.*
- Evolverment of Values*
- Evolverment of the Self*
- Learning the Sense of Responsibility*
- Emotional Maturity*

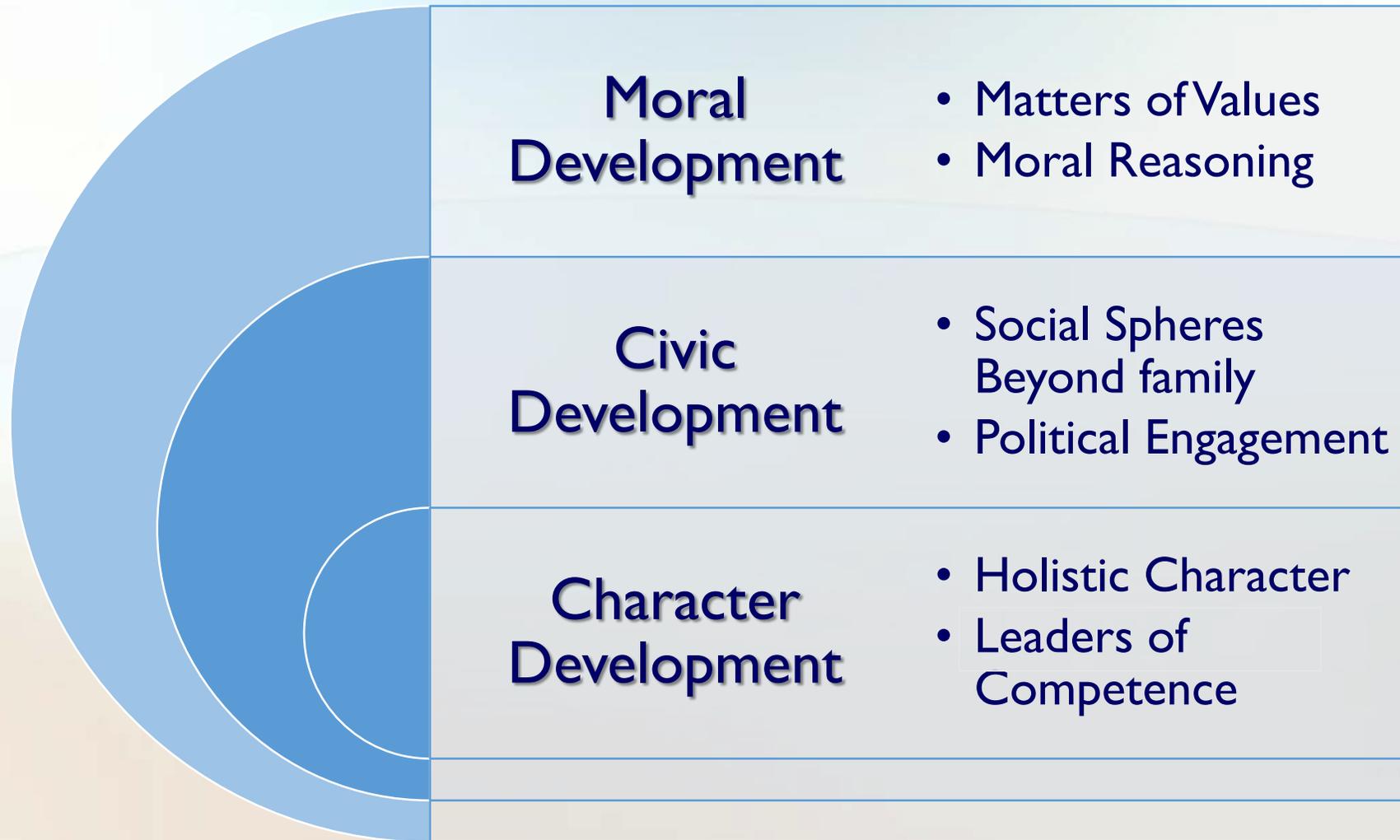
Development of the human spirit would also help individuals discover themselves through questioning and finding answers.

Who am I? Why am I in college? What are my most deeply felt values? Do I have a mission or purpose in my life? What kind of person do I want to become? What sort of world do I want to help create? What is my role and place in the universe?



Students' "spiritual quest," essentially is their efforts to seek answers to such questions and to find a sense of direction in their lives.

(Higher Ed Research Institute, 2011, p.2)



Other Aspects of Spiritual Development

Other Aspects of Spiritual Development

Ethical

Leadership

Cultivating Skills and abilities that contribute to creative and visionary skills needed to make the world a better place

Implementing visionary strategies and operating from a place of wisdom about people and the world.

Spirituality and Higher Education

- The Higher Education Research Institute calls for a return to the true values of a liberal education...
 - “an education that examines learning and knowledge in relation to an exploration of the self and one’s responsibility to self and others.”
- Critical Question:
What kinds of people will the global society of the future need?

Spirituality and Higher Education

- *Creating physical space on college and university campuses for contemplative practices such as:*

Meditation, Prayer, Self-Reflection.

Results:

A more caring generation

More Globally Aware

More Committed to Social Justice

Can Resolve Own Tensions and Stresses

Greater Sense of Balance

Educating Students for Ethical Leadership, Care and Sustainability



Ethical Leadership

“Educating students for ethical leadership entails transmitting deep reflective critical thinking, in particular—creative, analytical, practical, and wisdom-based ethical skills, as well as a passion for leadership.”

(Sternberg, 2016, p.5)

Ethical Leadership

How problems are solved and decisions are made based on some kind of code of behavior—that decisions are made and problems solved not just on the basis of what will bring profit, or please shareholders, or even please consumers, but also on the basis of what will be the right thing to do....

The ethical part of leadership is in the process of thinking. It is asking what is the right thing to do and forming a careful chain of reasoning as to how to reach the right course of action, or correct a wrong course of action.

(Sternberg, 2016, p. 21)

Teaching the Ethic of Care & Humanity

Leads to → Survival → Sustainability →
Positive Peace → Cultivation and
Learning Responsibility → Stewardship

Teaching Positive Psychology

Leads to → Sense of Wellbeing →
Positive Peace → Flourishing of Human
Potential → Positive Mindset →
Positive Attitude

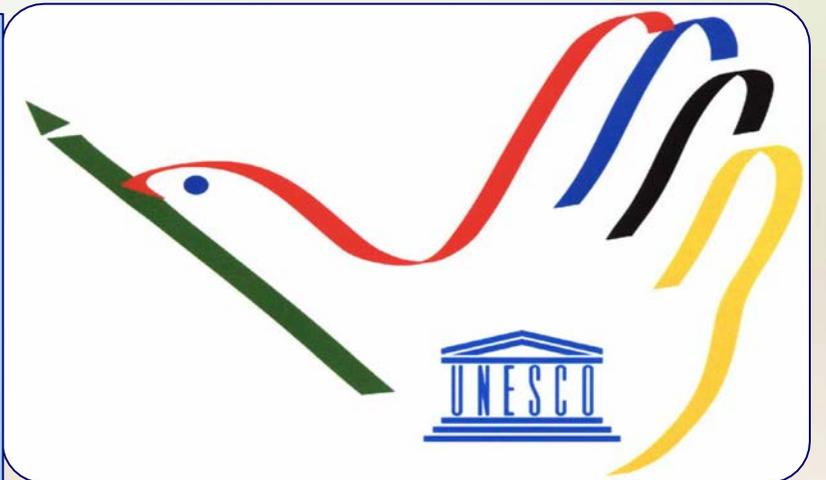
(Institute for Economics and Peace, 2016)

Education for Sustainable Development

- *Sustainable Development is a process of learning, a moral precept, a matter of culture.*
- *Empowering people to assume responsibility toward creating a sustainable future.*

Sustainability also can be seen primarily as a matter of culture: “it is concerned with the values people cherish and with the ways in which we perceive our relationship with others and with the natural world”

(UNESCO, 2002, p.10).





Call for New Vision, New Paradigms

A vision that helps students better understand the world in which they live, addressing the complexity and interconnectedness of problems such as poverty, wasteful consumption, environmental degradation, urban decay, population growth, gender inequality, health, conflict and the violation of human rights that threaten our future. This vision of education emphasizes a holistic, interdisciplinary approach to developing the knowledge and skills needed for a sustainable future as well as changes in values, behaviour, and lifestyles.

(UNESCO, p. 10)

Holistic Development in Higher Education

Three Models--

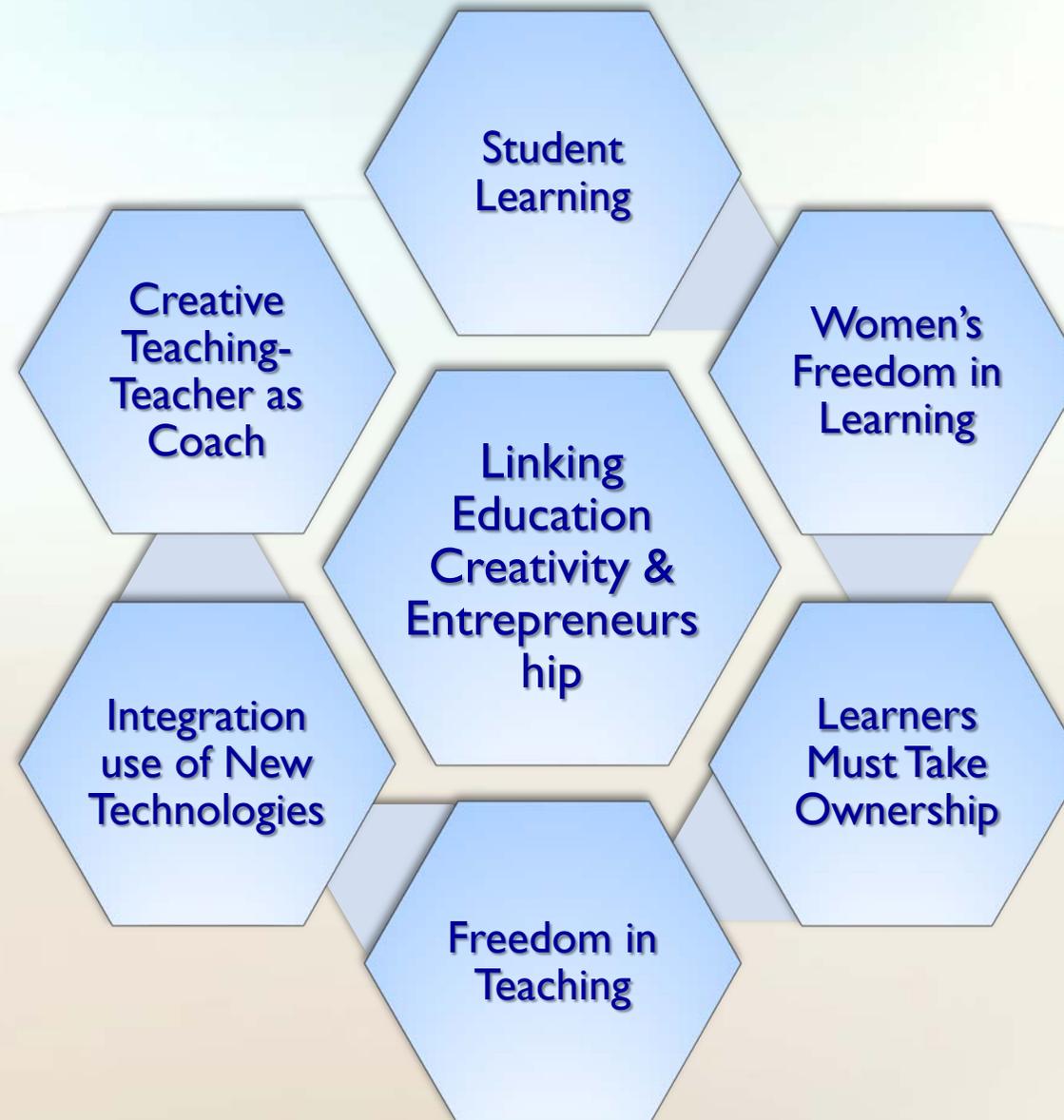
Individuality and Freedom of Learning-Serbia

The Holistic Learning Environment-United Kingdom

Active Concerned Citizenship and Ethical Leadership (ACCEL)-United States

Model I: Individuality and Freedom of Learning-Serbia

(Radovic-Markovic & Markovic, 2012)



Model I: Individuality and Freedom of Learning-Serbia

(Radovic-Markovic & Markovic, 2012)

FREEDOM OF LEARNING OUTCOMES

Promoting Achievement.

Tackling Barriers to Inclusion.

Creating an Environment Sensitive to Individual Needs.

Results in Original and Creative Thinking.

Intelligent Decision-making.

Fosters Learning Experience-Multidimensionally between Concepts & Community.

Supports Individuals to take Ownership of Learning Processes.

Improve Teacher-Student Relationship-Teacher is Coach.

Acquisition of Knowledge for Resolution of Problems.

Flexible Adaptation to New Situations.

Explore Entrepreneurship and Skills Required.

Experience a Learner-Centered Pedagogy.

Model 2: The Holistic Learning Environment—United Kingdom

(Quinlan, 2011)

Definition

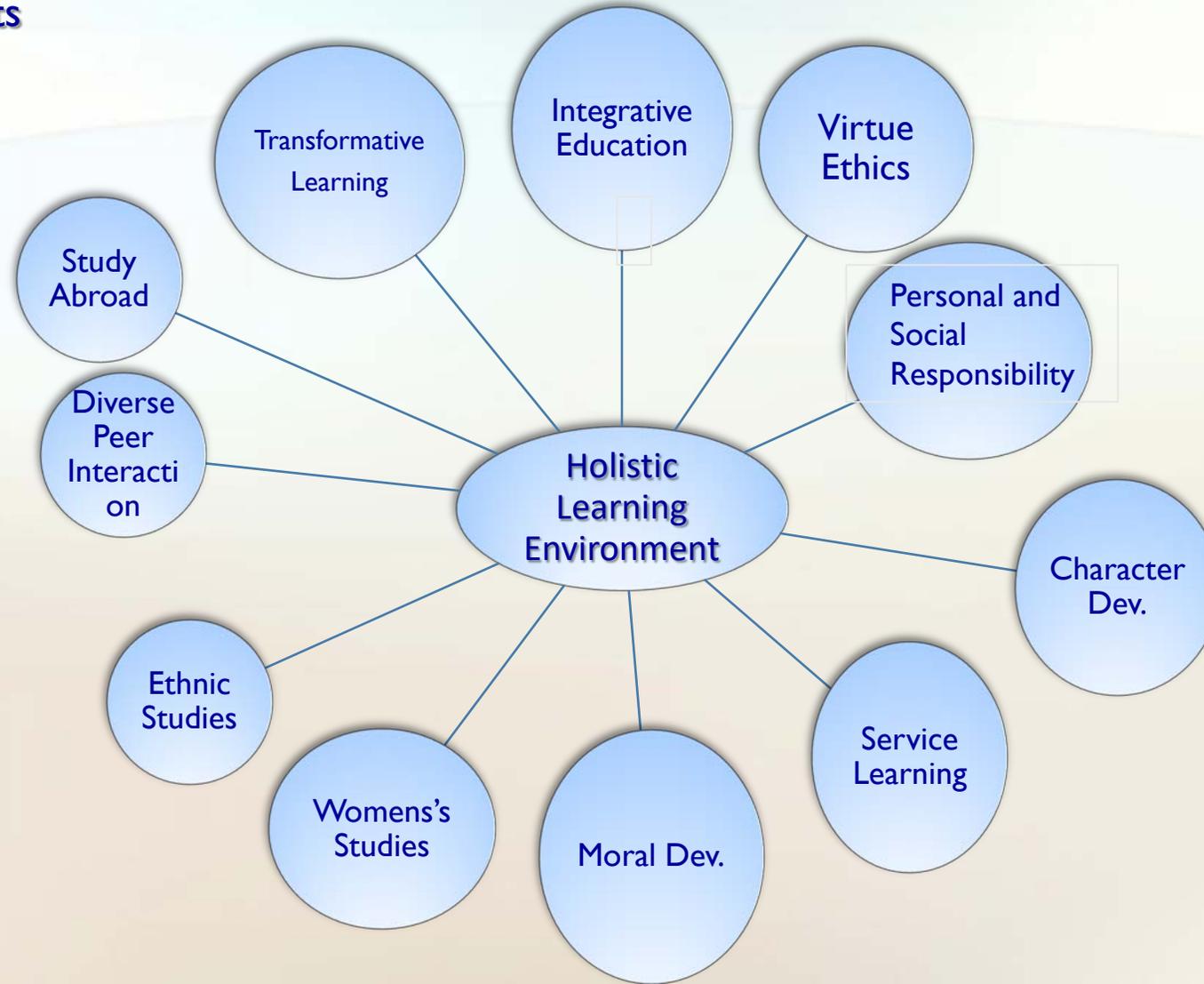
An integrative view of learning and development that emphasizes the connections and relationships between thinking, feeling and action, rather than separating the cognitive dimensions of education from the affective or moral dimensions.

(p. 2)

Model 2: The Holistic Learning Environment–United Kingdom

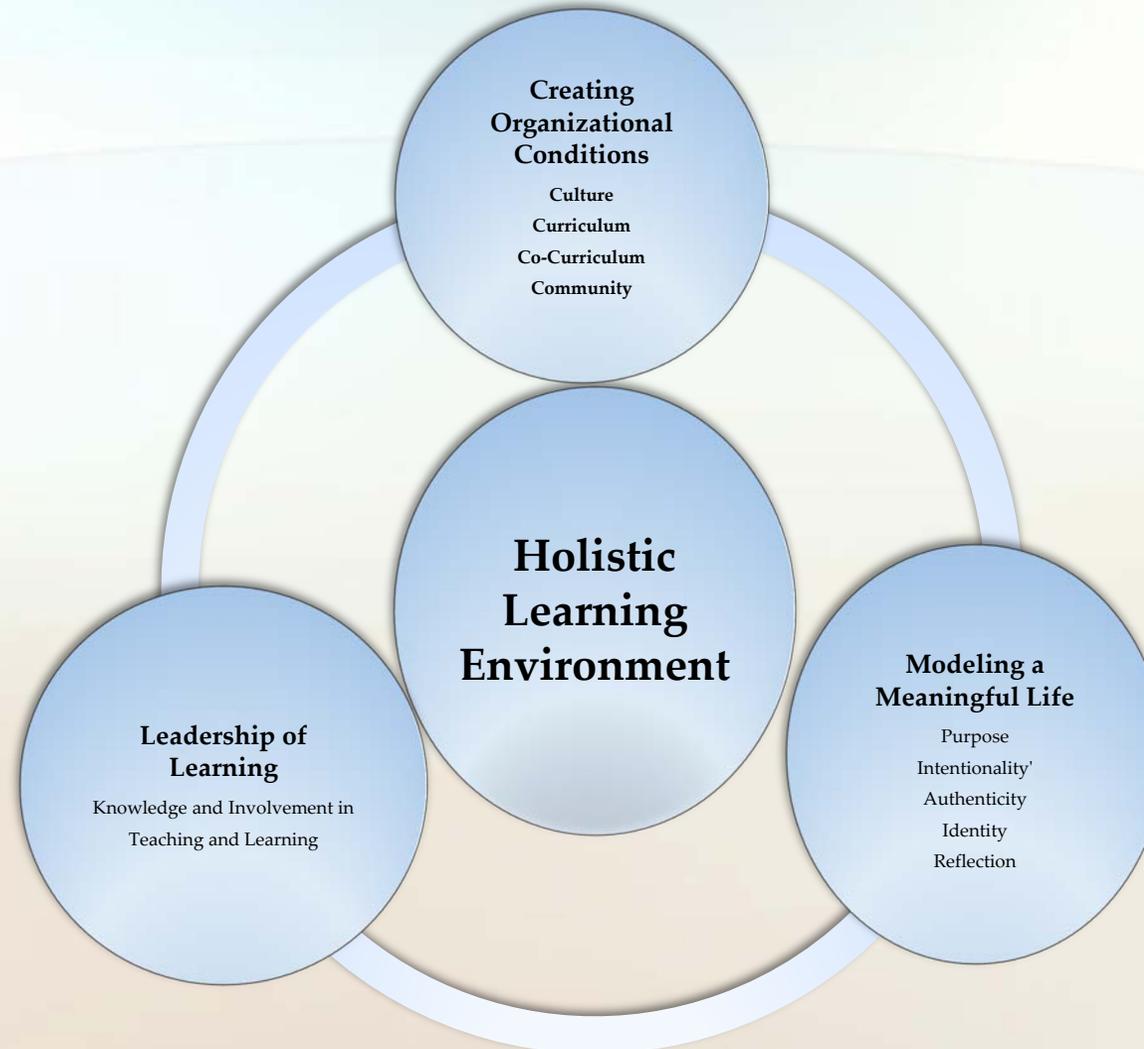
(Quinlan, 2011)

Important Tenets



Model 2: The Holistic Learning Environment: Role of Leaders— United Kingdom

(Quinlan, 2011)



Model 2: The Holistic Learning Environment: Challenges-UK

(Quinlan, 2011)

Value Conflict

The pressure to demonstrate economic value with federal and state mandates, along with the conflict people experience between internal and external motivations.

Many may not believe that holistic development should be the approach as it takes much time and commitment to develop a curriculum that focuses on holistic development, including the development of authentic assessment measures as opposed to multiple-choice tests and prescribed learning outcomes.

“One of the first challenges is to reintroduce a discourse that includes character, ethics, values, virtues, meaning-making, feeling and spirituality, as well as problem-solving and critical thinking” (Quinlan, 2011, p. 18). These proponents believe that the strongest rationale that can be provided for promoting holistic student development is a moral high ground—that it is a good and right thing to do.

Model 3: ACCEL-Active Concerned Citizenship and Ethical Leadership-U.S.

(Sternberg, 2016)

Purpose of Higher Education:

ACCEL stands for Active Concerned Citizenship and Ethical Leadership. In the ACCEL model, “the purpose of higher education is to develop active concerned citizenship, ethical leadership, and democratic participation through the nurturance of high-level creative, critical, practical, and wisdom-based and ethical skills.”

(Sternberg, 2016, p.2)

Model 3: ACCEL-Active Concerned Citizenship and Ethical Leadership-U.S.

(Sternberg, 2016)

Lack of Transformational Leaders

According to Sternberg, “there is a lack of transformational leaders who behave in ethical ways to achieve a common good for all.”

Model 3: ACCEL-Active Concerned Citizenship and Ethical Leadership-U.S.

(Sternberg, 2016)

*Basic Premise of the ACCEL Model.: Deep Reflective Critical
Thinking.*

Synthesize Creative Skills.

*Produce a Vision on How to Make the World a Better Place for
All.*

Assess the validity of the Vision.

Model 3: ACCEL-Educating Students for Ethical Leadership

“Educating students for ethical leadership entails transmitting deep reflective critical thinking, in particular—creative, analytical, practical, and wisdom-based/ethical skills, as well as a passion for leadership” (Sternberg, 2016, p.5).

Model 3: ACCEL: Tenets of the ACCEL Model





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**Holistic Education: Implications for Policy and Practice:
Change in Leadership, Instruction and Learning**

Holistic Education: Key Roles Educators Can Play

There are over 60 million teachers in the world – and each individual educator is a key agent for bringing about the changes in lifestyles and systems that we need.

Where Do We Go From Here?

It is believed that ethical values are the principal factor in social cohesion, as well as the most effective agent of change and transformation. Care, humanity and sustainability will ultimately depend on changes in values, behaviour and lifestyles. These are changes which will need to be motivated by a shift in values and rooted in the cultural and moral precepts upon which behaviour is based. Without change of this kind, even the most enlightened legislation, the cleanest technology, the most sophisticated research will not succeed in steering society towards the long-term goal of sustainability.

(UNESCO, World Summit on Sustainable Development, Paris, France, 2002)

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