

Editorial: Wholeness and Hope in Education

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Abstract

The Production Editor of the *Holistic Education Review* (HER) summarizes the content of the November 2021 issue. We invite those who have long been a part of this community to contribute to the critical conversation we have begun, and to boldly, and respectively, critique and examine our own assumptions and privileges.

Keywords: *Holistic Education Review*, editorial, holistic education, wholeness, hope

Dear Reader,

Welcome. Thank you for joining in this dialogue.

In this second issue, we invite you on a journey into *Wholeness and Hope in Education*. Fresh off the conference offered through [The Center of Holistic Teaching and Learning](#), we offer Conference Proceedings with an emerging story about hope for the new generation. Giovanni Rossini and Heather Hutton share their presentations.

Also in the theme of Wholeness and Hope in Education, we welcome the gift of a collaborative design project between 180 STUDIO and ECKENHOFF SAUNDERS entitled *Seed and Spark: Using Nature as a Model to Reimagine How We Learn and Live*. The authors have given permission to share their beautiful book which takes its readers in search of a better understanding of the future of learning—and, by extension, the future of humanity.

Other Invited Articles include Meena Srinivasan's Transformative SEL and Mindfulness as a Vehicle for Climate Justice, Daniel Rechtschaffen's chapter from his book entitled *The Way of Mindful Education*, and Aostre Johnson's original 1998 as well as 2021 update of *Towards A Post-Secular Educational Paradigm: Contextualizing James Macdonald's 1974 Transcendental Ideology of Education in 2021*.

You may have noticed a new section--Peer Reviewed articles. We are thrilled to have been able to offer double-blind peer reviews to these authors: Michael Maser: Ecography and Personalized Learning; Erin Woodford: Visual Storytelling for Online Learning with the United

Nations Sustainable Development Goals; Krystyna Henke: Situating Suzuki Music Pedagogy's Values in the Literature; and Shashi Shergill and Jodi Latremouille: Good Neighbours, Good Friends: Promising Practices for "Partners in Place".

In the Community Voices section, we share poetry from Lea Abrams and Paula Lightsey, a film trailer and theory of sociocracy from the Wondering School, and prose from Farrah Kamani and Sunnya Khan.

Book reviews include Jack Miller's review of *Developing Inviting Schools: A Beneficial Framework for Teaching and Leading* and Paul Freedman's review of Lisa Tucker's *Flourishing in the Holistic Classroom*.

Teaser for next issue

Our HER Advisory Board is active in planting the seeds, tilling the soil, while the current editors steward and aim to fulfil our mandate to diversify and reach out to communities that are underrepresented in these pages.

We invite those who have long been a part of this community to contribute to the critical conversation we have begun, and to boldly, and respectively, critique and examine our own assumptions and privileges. As editors, our hope is to create a dialogue on the pages of *HER* that "calls-in" our practices and calls out for justice.

To this end, our May 2022 Issue will focus on *Ecopedagogy and Place-based Education*. The editors of *HER* invite "diverse and emergent holistic educators," as our mission reads, to submit articles. *HER* provides an opportunity—a

venue—for our holistic community to engage in the self-evaluative, reflective, and critical work we must do to play a relevant role in a public school holistic movement.

Warmly,

Dr. Laurel Tien
On behalf of the *HER* Editors