



NOVA

University of Newcastle Research Online

nova.newcastle.edu.au

**Educating for humanity and the holistic principle: A
paradigm for 21st century schooling and early
childhood education. A gathering of voices.**

Neil William Tucker

A thesis submitted for the degree of Doctor of Philosophy, School of Education
(FEDUA), University of Newcastle
August 2020

Title page

Educating for humanity and the holistic principle: A paradigm for 21st century schooling and early childhood education. *A gathering of voices.*

Neil William Tucker BA Dip Ed (Adelaide); BD (Melbourne); MA (Educ) (London); MBA (Exec) (Monash Mt. Eliza); Gr Dip Psych and Couns (JNI); FAIM

A thesis submitted in fulfilment of the requirements for the degree of Doctor of Philosophy, School of Education (FEDUA), University of Newcastle

August 2020

Declaration

I declare that I am the sole author of the thesis, which is original. It contains no material which I have submitted for the award of any other degree or diploma in any university or other tertiary institution. To the best of my intention, knowledge and belief, it contains no material previously published or written by another person, except where reference has been made in the text.

I give consent to the final version of my thesis being made available worldwide when deposited in the University of Newcastle's Digital Repository, subject to the provisions of the Copyright Act 1968 and any approved embargo.

This research was supported by an Australian Government Research Training Program (RTP) Scholarship.

Acknowledgements

I acknowledge the personal interest and unique professional contribution of my original Principal Supervisor Professor Ronald S Laura, D. Phil., of the University of Newcastle. I acknowledge and thank the weekly Community of Inquiry of fellow students for accompanying me on my journey over seven years. I acknowledge the work of Kathy Walker in developing Walker Learning and the opportunity she and Shona Bass gave me to undertake an extensive field research project during the thesis development. I acknowledge the support and generous assistance of members of staff of the University Libraries – Auchmuty, Huxley, Ourimbah.

I acknowledge and am especially grateful to my Principal and Associate Supervisors Dr Rachel Buchanan and Professor Terry Lovat of the University of Newcastle for their professional support, skill, interest, guidance and relationship in shaping the thesis and bringing it to completion.

There are professional and personal relationships in diverse schools over 50 years that have informed the thesis. I acknowledge in particular the formative opportunity given me as an educator and leader by three school principals, now deceased: Rev. A. S Holmes, The Hon. C. D. Fisher, P.A.V. Roff.

Neil Tucker August 2020

Contents

Educating for humanity and the holistic principle: A paradigm for 21st century schooling and early childhood education. *A gathering of voices.*

Title and Declaration	i
Acknowledgements	ii
Contents	iii
Table of Figures	vi
Table of Tables	vi
Abstract	vii
Introduction:	1
0.1 Thesis proposition	
0.2 Conceptual elements and structure	
0.3 Assumptions and practical perspectives	
0.4 Theoretical perspectives	
0.5 Methodology	
0.6 Stories	
Chapter One Aims, purposes and goals of schooling	23
Introduction	
1.1 Aims for schooling	
1.2 Statements of aims, purposes and goals in national documents	
1.3 International purposes for school education	
1.3.1 Humanist and humanitarian aims and purposes	
1.3.2 International economic development purposes	
1.4 International pedagogies	
1.4.1 Montessori education	
1.4.2 Steiner-Waldorf education	
1.4.3 International Baccalaureate (IB)	
1.5 Schools	
1.5.1 International Schools	
1.5.2 Australian Schools	
1.6 Early Childhood Education and Care (ECEC)	
Conclusion	

Chapter Two Human nature and human being	87
Introduction: Human nature	
2.1 Mind, body, brain and senses	
2.2 Human 'self'	
2.3 Intelligences and creativity	
2.4 Capacities	
2.5 Human innate abilities: Nature and nurture	
2.6 A focus on individuals, and individual differences	
Conclusion	
Chapter Three Human Learning	152
Introduction	
3.1 Human learning, learning in schools: Cognition and behaviour	
3.2 UNESCO themes:	
3.2.1 Lifelong learning, learning to be	
3.2.2 Research of the human brain – neuroscience	
3.2.3 Social and emotional learning, empathy, visible learning	
3.2.4 Personalised learning	
3.2.5 Learning and Learners first	
Conclusion	
Chapter Four Concepts of whole child for 'complete man':	214
The holistic principle 1	
Introduction	
4.1 Concepts of whole child in educational writings	
4.1.1 Models conceived psychologically	
4.2 Whole child in context: Concept and ASCD model	
4.2.1 The ASCD concept	
4.2.2 ASCD collaborating theorists and initiatives	
4.2.3 International conceptions of holistic context in EC	
4.3 Whole child and a holistic approach, in principle	
4.3.1 Complete man	
4.3.2 Educating holistically for humanity	
Conclusion	
Chapter Five Holistic Learning: The holistic principle 2	271
Introduction	
5.1 Holistic learning	
5.1.1 Early childhood	
5.1.2 Holistic curriculum	
5.1.3 Steiner Waldorf education	
5.2 Neurological research of human brain activity	
5.3 Examples of holistic learning	
Conclusion	

Chapter Six Holistic Education: The holistic principle 3	342
Introduction	
6.1 Holistic education and whole school	
6.2 A holistic interconnected world	
6.3 Educating for humanity	
6.4 Schools	
Conclusion	
Conclusion	393
References	399

Table of Tables

Table 1 The scope of the research of aims and purposes for schooling	24
--	----

Table of Figures

Figure 1 A holistic paradigm	3
Figure 2 The thesis structure	5
Figure 3 A concept of human nature and being	149
Figure 4 Principles of human learning	211
Figure 5 A psychological dimensions, domains model	233
Figure 6 A psychological, physiological capacities model	234
Figure 7 The WSCC collaborative ASCD CDC model	242
Figure 8 A contextual holistic model of whole child	261
Figure 9 An integrated psychological and contextual model	261
Figure 10 The anatomy of the human brain	292
Figure 11 A model for holistic learning	331
Figure 12 Holistic education, holistic principle, educating for humanity	344
Figure 13 A thesis model of Miller's paradigm of holistic education	362
Figure 14 A thesis model of Miller's paradigm of a holistic curriculum	364
Figure 15 Holistic principle – connected concepts	368
Figure 16 Holistic principle – a holistic universe	382

Abstract

The UNESCO International Commission (1972) declared that the ultimate aim of schooling and lifelong education is the education of “the complete man” (sic) (Faure, in UNESCO, p.vi), who is physically, intellectually, emotionally and ethically integrated (p.156), and who participates responsibly in human destiny (Faure, in UNESCO, p.xxv, p.xxxix). The title of the Commission Report is “Learning to be”.

The thesis tests the UNESCO (1972) proposition for early childhood education and schooling internationally. It identifies particular elements in the proposition requiring conceptual investigation: Aims for education, human ‘being’, human learning, human integration and completeness, and human participation in the world. The Chapters of the thesis examine each of these elements by conducting textual analysis of the diverse scholarly and professional documents which inform 21st century early childhood education and schooling.

In response to the UNESCO (1972) proposition and the linguistic landscape of educational documents, the thesis offers a paradigm conceived in ‘whole’ and ‘holistic’ terms. The thesis accepts the UNESCO ideology of an ultimate aim for education, and of striving for human completeness and integration, but reframes each of these concepts.

The ultimate aim of education is conceived in terms of ‘educating for humanity’ (Seymour, 2004). Human ‘completeness’ and integration of physical, intellectual emotional and ethical ‘dimensions’ are conceived in terms of human ‘wholeness’

and integration of 'domains' of both human nature and learning. These are extended to include aesthetic, social and spiritual domains. The domains of learning are conceived as corresponding to domains of human nature. The thesis offers a paradigm of a 'holistic principle' linking these concepts of whole child and holistic learning with a concept of whole world.

The UNESCO Commission (1972) offered a vision to the world of education which is still current (Bokova, in UNESCO, 2015). The thesis responds to that vision by constructing a conceptual mosaic from the diverse landscape of contemporary educational theory, research and practice. It gathers consonant voices in extensive quotation to articulate how 21st century early childhood education and schooling can aim to 'educate for humanity'.