

Introduction



Kathleen G. Burriss, Editor

Continuing the IJWC mission to promote an understanding of holistic and integrative learning, the spring issue/ 2019 provides readers with important theoretical underpinnings, relevant best practice examples, and insightful reflections to enrich the daily lives of all children.

Articles

In the first article, "Childhood Remembered: Reflections on the Role of Play for Holistic Education in Armenia, Kuwait, Saudi Arabia, the USA, and Wales," authors, James M. Ernest, Amy Nicholas, Shushan Vardanyan, Fatimah Hafiz, Mohammad Alazemi, and Dorielle Dixon promote understanding of play beyond a developmental perspective and highlight the critical role of play as truly holistic. Using narrative data, wherein adults reminisce childhood play experiences, Ernest and colleagues underscore the integral influence of play in facilitating children's ability to mediate emotions, determine gender roles, and form cultural connections with the past. Toward creating legitimacy and establishing priority for children's play, authors argue for a change in language. This revised narrative prioritizes play by naturally integrating relevant content into play, rather than trying to fit play into the academic schedule. This wording is not mere semantics; the authors believe altering language supports teachers' ability to communicate the integral role of play in children's learning and development. In the current public school arena, underscored by academic and performance benchmarks, Ernest and colleagues caution how diminishing children's opportunities to play may evidence future costs society is not yet aware.

In the second article, "Critically reflective leadership: Defining successful growth," Robert F. Reardon, Kathleen Fite, Mike Boone, and Sierra Sullivan frame leadership practices within an understanding of critical reflection. Their purpose is to support potential leaders toward implementing most effective leadership practices. After providing several examples of leadership models, authors describe the role of reflection in determining which approach is most appropriate

for specific contexts and for particular followers. Effective leaders regard both the goals of the institution as well as the needs of the constituents. In addition to typical administrative roles, teachers, practitioners, and parents may also serve in a variety of leadership capacities. This article bridges the link between theory and practice and provides individuals with insight toward enhancing their own and others' leadership practices.

Drawing connections between holistic learning theory and real-world practice, the third article, "Explorations on the Benefits of a Holistic Family Language and Literacy Program in a Latino Community: Multiple Perspectives," authors, Clarisse Halpern, Daisy Gonzalez, Debra Giambo, and Tunde Szecsi, describe how an early childhood program supported children's and families' abilities to more effectively interact and engage in both the school and extended community. Authors collected data during informal conversations with administrators, teachers, and parents and, through their analysis, describe advantages of a Family Language and Literacy Program including academic gains, positive social and emotional learning, and overall improved inclusive community-related benefits for both children and their families. Clarisse and colleagues describe recommendations to support the challenges confronting newly immigrated Latino families into the school and community. Acknowledging the U.S. changing demographics, authors describe how, as well as diminishing children's and families' stress, this holistic literacy program indicates long-range positive benefits for the child, family, school, and broader community.

Pictures for Reflection

In "I am 10-years-old: Watch me grow," IJWC highlights the dramatic changes experienced by 10 year olds. With much research and media focus on early childhood and the middle school years, what is happening to children in-between as they transition into adolescence? Considering the rapid emotional and physical changes, this Picture for Reflection focuses on the 10 year old and challenges readers to support this extraordinary time in children's learning and development.

Tech Talk

In their article, "SAMR: A Tool for Reflection for Ed Tech Integration," authors Nancy Caukin and Leslie Trail, in addition to elucidating what the SAMR model is and how it can be used, provide practical ways to consider practice in light of this model with rich description to assist teachers to be intentional, strategic, and relevant. Toward integrating technology, authors guide educators to consider the "when, how, and why" of their tech choices.

ETC.

This ETC. component is responsible to directly evidence the link between current research and best practice. Pamela Kramer Ertel, in “A Book Review & Action Plan for using Renata Galindo’s *My New Mom & Me* (Schwarz & Wade)” provides readers with not only a book summary and overview of the relevant literature describing children who are adopted, but as well includes an action plan for using this particular book. Quality literature is an important resource for introducing and reinforcing sensitive and sometimes emotional issues for children. A read-aloud is an excellent beginning, but Kramer Ertel extends practitioners’ abilities to build upon the story and generate efforts to help children decentrate and consider the different circumstance of others in respectful and caring ways.

Health and Wellness for Children and Families

In “ACEs and Healthcare: Creating a Positive Future,” authors Barbara Whitman Lancaster, Tiffany Wilson, and Katie Wetsell discuss the severe and long-lasting implications of adverse childhood experiences (ACEs). These authors, in an effort to provide support and integration, describe seminal medical research linking experiences of abuse, neglect, and household dysfunction in childhood with future health outcomes. Childhood trauma and early experiences of crisis evidence life-long consequences. Sixty percent of the U.S. population indicate a prevalence of ACEs. In order to most positively support children’s holistic development, authors provide insight from the medical profession. Learning from one another, child advocates from a range of disciplines can more effectively collaborate and promote children’s and families’ health and wellness.

STEAM

In this STEAM feature, “From Theory to Practice: Building Leadership Opportunities through Virtual Reality Science Expeditions,” Kaitlin Peterson and Brian Andrew Stone provide the background, motivation, and plan to prepare for virtual reality learning and teaching. Significantly, authors ground their rationale for using new technologies within an understanding of children’s learning and development. Twenty-first century technologies are here; it remains the responsibility of informed educators to implement current technology within an understanding of holistic and integrative learning.

Page Turners: Books for Children

Patricia A. Crawford, Maria T. Genest, Katrina Bartow Jacobs, Carla K. Meyer, and Michelle J. Sobolak, Page Turner editors, provide insightful and descriptive book reviews for a variety of children's ages, stages, and interests. Among others, books include poetry, historical context, and issues associated with children growing and experiencing personal development.

IJWC Updates

This new feature provides readers with important journal announcements and other professional updates.