**The Theory of Learning Community-Environment Relations**

**of the Wholistic Educational System**

by Wm Keith Bookwalter, Ph.D.

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1. Defines “learning community” [[1]](#footnote-1) as an educational community comprised of individual learners, teachers, staff, administrators, and internal institutions such as boards of directors and student councils, the aims of which are reflected in the learning community’s statements of its vision, mission, educational philosophy and curriculum.
2. Defines “environment” as the entities in all of the environmental domains that are external to the learning community—physical, social, psychological, and spiritual.
3. Defines “relations” as the interactions between the learning community and the external environment.
4. Identifies one of the key roles of administration as “prehensive gate-keepers” for the institution by establishing “secure perimeters and gates” in all four domains: physical, social, psychological, and spiritual.
5. Focuses on the need of administration to seek out and bring into the institution positive, supportive, beneficial, and high-quality entities from all environmental domains, for example:
6. physical: financial resources, physical plant spaces, gardens, animals in some way, nutritional food, and technology;
7. social: the participation and partnerships with social entities that are external to the learning community that are composed of individuals (such as experts), parents, families, other learning communities, institutions and ever-wider circles of communities: the geographically proximate community; perhaps the learning community’s greater religious community; its state, regional, and national communities; and the international community.[[2]](#footnote-2)
8. psychological: mental health programs, cutting-edge ideas, visions of wholesome possibilities for the future; and
9. spiritual: that which enhances the practice of the presence of God such as gardens for meditation, spaces for prayer, religious symbols, group worship, and guest speakers on these and related topics.
10. Clarifies and justifies the need for administration to proactively exclude, as much as possible, from the learning community, negative, distracting, and harmful entities from any of the environmental domains, for example:
11. physical: unhealthy electromagnetic fields, polluted air and water, toxic chemicals, addictive substances, unhealthy viruses and bacteria, contagions, ultra-processed foods, guns, and knives.
12. social: uninvited guests, dangerous persons, unwholesome social media and apps, and misinformation.
13. psychological: advertising, prostituted arts, and other unwholesome ideas promoted by external sources that go against the values of the learning community.
14. spiritual: sources promoting the denial of God, the rejection of His/Her Prophets; and/or materialistic purposes of life as more important than the spiritual purposes.
15. Centralizes the function of administration to consciously guide the interaction of the learning community with the environment for the mutual purpose of reciprocally actualizing the potentialities of the learning community and its constituents while simultaneously actualizing the potentialities of the outer environment and its constituents.
16. Emphasizes the need to set forth policies and explicit rules that guide the interactions of the learning community and its environment with the external, wider environment.

1. According to the age level, these educational institutions are commonly referred to as day care centers, kindergartens, preschools, primary schools, elementary schools, middle schools, high schools, institutes, colleges, and universities. [↑](#footnote-ref-1)
2. One of the purposes of parent, family, and community participation and partnerships is to increase the congruence and mutual improvement of “school life,” “home life,” and “community life.” [↑](#footnote-ref-2)