Invitational Education

Slide 1	Welcome to a brief overview of Invitational Education. My name is Bill Huitt and I am Professor Emeritus at Valdosta State University and Adjunct Professor at Capella University. The presentation is narrated by Geoff Huitt who is helping me produce these videos.
Slide 2	Building on the work of Carl Roger's approach to humanistic education
Slide 3	With an emphasis on developing the whole person
Slide 4	and having teachers behave in a real and authentic manner with learners
Slide 5	with an emphasis on empathy,
Slide 6	William Purkey and
Slide 7	Betty Siegel, and
Slide 8	John Novak, along with a number of other researchers, developed an approach to education that they labeled invitational education.
Slide 9	There are a number of basic principles to this approach including a view of
Slide 10	learners as being
Slide 11	able, valuable, and responsible
Slide 12	with extensive untapped potential that they bring to the educational experience. This view of looking for good in all people is fundamental to humanism as well as invitational education.

Slide 13	As for education, invitational education advocates that it should be
Slide 14	collaborative and cooperative with learners and teachers working together to develop the hypothesized untapped potential.
Slide 15	Educators should create learning environments that invite learner participation and provide the opportunity to engage in personal and social development.
Slide 16	A third basic principle is that the process of learning within that inviting environment is as important as the learning outcomes or products that are eventually created. This fits with Dweck's observation that learners whose goal is to engage in mastering new content and skills will perform better academically than those who are only concerned about producing an adequate product based on expectations developed by others.
Slide 17	One difference between the humanistic approaches with a focus on classroom instruction and invitational education is that the latter has a whole school focus.
Slide 18	There are 5 essential elements in invitational education. All of these elements work together; all must be present in order for invitational education to be fully implemented.
Slide 19	The first element is care which applies equally to caring for oneself and others. Care has an affective quality that includes dealing with others in a warm, empathetic manner.
Slide 20	The second element is trust which highlights the fact that human beings are innately social beings who survive because they operate cooperatively with each other. Establishing trust takes time and effort to establish but is essential for individuals to be able to develop their potentials.
Slide 21	The third element is respect which includes the mutual responsibility of teachers and learners to respect each other. Providing opportunities for shared power is one method of demonstrating this respect in classrooms and schools.

Slide 22	A fourth element is optimism which is manifested in actions that demonstrate a belief that all people possess untapped potential. This perspective of essential human goodness is fundamental to an invitational approach to education.
Slide 23	The fifth and last element is intentionality which simply means that teaching and learning environments and activities must be deliberately designed to invite personal growth and development. It is not enough that these elements simply exist; they must exist as a result of purposeful thought and action. This is absolutely necessary if the program is to be sustainable across months and years of the schools operation.
Slide 24	While much more detail is needed to fully describe the Invitational Education program, additional information is available at the International Alliance for Invitational Education website including resource materials and dates for upcoming conferences.
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