

Abstract

This research seeks to better understand the principles of Indigenous Peoples and teachings, as it applies to the growing field of holistic education, specifically focusing on Forest Schools. Holistic education, dedicated to nurturing the comprehensive development of the whole child through the mind, body, emotion, and spirit domains, responds to concerns about an overemphasis on academic contexts. In addressing this issue, values-based education emerges as a relevant approach, focusing on non-academic avenues to foster learning and holistic growth. The study explores how values-based education contributes to a holistic learning experience within both modern educational systems and Forest Schools within North America. Through a systematic, meta-analysis review of existing literature, this research identifies and discusses five key values – compassion, honesty, perseverance, respect, and responsibility – integral to values-based education in both settings. A comparative analysis is employed to discern the similarities and differences in the identified values between modern educational systems and Forest Schools. The findings shed light on which values-based system prioritizes learning across all four domains of holistic education. In conclusion, this study recommends areas for future research, highlighting the imperative for primary research to delve into the influence of culture and language on values-based education principles and practices, as well as advocating for multidisciplinary research collaboration to incorporate Indigenous teachings and perspectives to enhance understanding of holistic education.

Keywords: Holistic education, Values, Values-based education, Modern education, Alternative Education, Forest School, Nature pedagogy