**WED™ Standard Talks Outlines:**

**Foundational Concepts Diagram**

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**WED Foundational Concepts Diagram**

PHILOSOPHY: **Wholeism 🡪 Human Nature 🡪 Parenting Ideal 🡪 Educational Ideal 🡪 Developmental Goals 🡪** METHODOLOGY: **Organic Wisdom 🡪 Educational Culture 🡪 Behavioral Guidelines 🡪 Educator Goal 🡪 Educator Guiding Principles 🡪 Educator Objectives 🡪 Educator Attitude 🡪 Technique**

PHILOSOPHY:

* **Wholeism** is the word chosen to describe the *True Holism* of *WED™*. The typical, western definition of holism rejects atomism. This is only natural. Whereas our western paradigm is fundamentally atomistic the two concepts - atomism and holism – are necessarily mutually exclusive. *Wholeism* is necessarily paradoxical. *Wholeism* is super-dialectical. That is, it includes but is not limited by the west’s typical, thesis-antithesis-synthesis mode of thinking. It is also super-hierarchical, meaning it includes but is not limited by thinking that ranks things in order of inferiority and superiority. The unique spelling of *Wholeism* is also used to identify our proprietary, trademarked, educational service.
* **Human Nature** informs *WED*’s recognition of the genetic-environmental paradoxical mystery and *WED* practices. This recognition renders arguments about the competitive/cooperative nature of human beings and the primacy of body-centric/mind-centric philosophies endless, and generally counterproductive. WED terms the universal aspects of natural human experience *Common Sensual Reality*.
* **Parenting Ideal** is the concept that guides the development of *WED*. It is based largely on the study of philosophy, history and Natural Selection. It defines the ideal behaviors for promoting education in its original sense: to raise-up, to lead-out, to nurture, *within* the cultural context. It is fueled by unconditional Love, and dynamically balances focus on both the promotion of the one’s evolutionary success through the improvement of the one’s body, and “mind”, and the promotion of the culture’s evolutionary success through the maintenance of the culture’s shared language, customs, rituals, expectations, etc. The *Parenting Ideal* serves as a model for *WED’s Educational Ideal*.
* **Educational Ideal** is the proxy or analog of the *Parenting Ideal* for educators that are not parents. It replicates and furthers the *Parenting Ideal*. And just as the *Parenting Ideal* discharges the limiting tension of the individual/group dialectic, so the *Educational Ideal* discharges the limiting tension of historic educational dialectic.
* **Developmental Goals** are the culturally desired behavioral habits, i.e., *Respect, Dignity, Responsibility, Compassion,* and *Perseverance*.

METHODOLOGY:

* **Organic Wisdom** is the essential, constitutional impetus that drives the fulfillment of needs through motivating the dynamic balance of selfish and selfless behaviors. In western terms, it can be thought of as similar to homeostasis (but including non-physical as well as physical balancing). In eastern terms, it can be thought of as similar to chi. *Organic Wisdom* is both the source *and* goal of *True Education*. It is consistent with recognition of the genetic/environmental paradoxical mystery. It is super-dialectical and super-hierarchical. It is articulated in *Wholeism* and manifest in *WED ‘s Virtual Monastery* (For more on *Virtual Monetary*, please see the book *The Personal Balance Program for Optimal Wellness©*)*.*
* **Educational Culture** is produced when group members sufficiently practice the nominal rules of social interaction, i.e. politely respect all, take responsibility for influence on all, and earnestly commit to wellness of all. The practice is specified in *The Behavioral Guidelines*.
* **Behavioral Guidelines** are the basic human expectations/rights that form *WED* practice, resulting in the maintenance of *Educational Culture*, the embodiment of *WED’s* *Developmental Goals*, the safety required for trust, authority, liberty, volitional mutual support, triangulation of conflict, reduced ego-conflict, increased efficiency of systems, etc.
* **Educator Goal** is to facilitate the removal of resistance to the healing and educational power of Nature, which constantly strives for the dynamically balanced fulfillment of needs.
* **Educator Guiding Principles** are *WED’s Core Values,* i.e*. Following, Non-Violence, Dynamic Balance,* and *Faith*.
* **Educator Objectives** define what a one can do for another, i.e. *Model Healthy Relationship, Provide Clear Reflection,* and *Encourage True Focus*.
* **Educator Attitude** is embodied in *WED’s Three Great Challenges*, i.e. G*ive up control (crude, hierarchical force) to gain authority (voluntarily granted influence), Neither punish nor enable imbalanced behavior, Reject adversarial dynamic,* and in *WED’s* overarching motto: *Embrace all feelings, guide all behaviors*.
* **Technique** is the various inventions that facilitate *WED,* including *Dynamic Leadership (whomever is best practicing The Guidelines is leader at given moment) The Four Rs (how we encourage each other in common practice and negotiate conflict) Implementation (simple establishment of Group Ethic and non-negotiable practice of The Guidelines),* and other *WED* Components: *Wholeistic Youth Sports Education© (WYSE©), Wholeistic Nutrition and Exercise©,* and *The Wholeistic Decision Process©*.