



IJWC Updates

IJWC is now a part of the extraordinary ERIC database.

Upcoming Issues

The editorial team remains committed to supporting readers' understanding of holistic, integrative, and equitable learning. In addition to primary and applied research, current technical information, and reflecting through photographs, look for continued information in children's and families' health and wellness, issues related to STEAM learning, and reviews of children's quality literature. IJWC is exploring the potential use of video. This use of video may be included in an article, serve as a reflection component, or illustrate learning and instruction.

New Editorial Members

It is only through the research, expertise, and commitment of our new board members that we are able to expand IJWC content. Each board member is a demonstrated scholar in their respective area.

New Editor

A professional welcome to Dr. Katherine Mangione who, as of the fall/2019 issue, will become the editor. She brings a wealth of experience, knowledge, and excitement to the IJWC editorial commitment.

Student Scholars

For the fall issue, Sandra J. Stone and Kathleen G. Burriss will continue to support the efforts of IJWC and, in particular, will edit a new section of the journal devoted specifically to student authors. Within an understanding of holistic and integrative learning, the editorial board assumes responsibility to nurture and support tomorrow's child advocates and educational leaders. In this new IJWC section "Student Scholars," masters and doctoral candidates are invited to submit papers for review and possible publication consideration.

Yearly Acknowledgement

Each year, the IJWC editorial board recognizes one article that, in particular, profoundly supports readers' ability to nurture children's holistic learning and development.

2018

Neuroeducation and Early Elementary Teaching: Retrospective Innovation for Promoting Growth with Students Living in Poverty by Karyn Allee-Herndon and Sherron Killingsworth Roberts

2017

Gender Equity in Diverse Curriculum Content: Views from Primary Teachers in Tanzania by Jessica Essary and James Hoot

2016

Are Korean Early Childhood Teachers Becoming More Responsive to Multicultural Children? An Analysis of Diversity Self-efficacy Data From the Korean Institute of Child Care and Education (KICCE) Survey by Sungok R. Park, James Hoot, and Hyejin Shin