

Editorial

This year has certainly had its share of controversies. Ideologies and perspectives seem more dichotomous than ever. Yet, as the result of editing the 2017 Journal of Invitational Theory and Practice, my “Whispering Self” (Purkey, 2002) clearly revealed a beacon of hope: “those who apply Invitational Education look for ways to successfully summon people to see themselves as able, valuable, and responsible and then to behave accordingly” (Purkey & Novak, 2016, p 10).

The JITP advances the tenets of Invitational Education (IE) theory and practices to optimize educational equity in quality. While education is the endeavor that strengthens a mind, frees a spirit, and enriches a society, the JITP will not be limited to educational stakeholders. Rather, the JITP editor welcomes all opportunities to promote the study, application, and research of Invitational Theory and Practice (ITP).

The research and documented practices within the 2017 Journal of Invitational Theory and Practice reinforce how the Five Assumptions of Invitational Education “provide direction and purpose for all Invitational thought and action” (Purkey & Novak, 2016, p 11), addressing human nature and the opportunity for full potential. To nurture our Invitational mindset, we seek to exhibit an intentionally inviting stance. The researchers and authors of the following pages reinforce how an intentionally inviting stance relies upon the Five Basic Elements of Invitational Theory and Practice: intentionality, care, optimism, respect, and trust (I-CORT).

Heretofore, I intentionally invite you to nurture your Invitational mindset through exploration of the 2017 Journal of Invitational Theory and Practice. As the alignment between I-CORT and an intentionally inviting stance becomes clear, you are further encouraged to consider how to generalize the documented findings and tenets of Invitational Education to your institution’s people, place, policies, programs, and processes. As practitioners of Invitational Theory and Practice, we seek to identify the competencies that increase the explicit delivery and receipt of personal and professional development opportunities that optimize institutional climate for all stakeholders.

As an interdependent framework, the Five P’s: people, places, policies, programs, and processes, “address the total culture or ecosystem of almost any organization” ([Purkey and Siegel, 2013](#), p. 104). Therefore, the framework offers an almost limitless number of opportunities for the organizational leader to invite reform or sustain success. As a forum for advancing the mission of ITP, the journal will endeavor to exhibit the “beneficial impact/outcomes of ITP in all the multidimensional areas of worthwhile human endeavors” (Shaw, 2013, p. 3).

The JITP editor invites submission of scholarly papers that identify how ITP guides reform, sustains success, or reinforces best practices through research. To promote Invitational Theory and Practice, scholarly articles within the JITP will come from international sources, educational practitioners, organizational leaders, and multidisciplinary researchers. Authors must follow [specific guidelines](#) (p.101) when submitting manuscripts for publication consideration. Authors may submit manuscripts as email attachments to: JITPeditor@invitationaleducation.net

Sincerely,

Chris James Anderson, Ed.D.

Editor of the 2017 Journal of Invitational Theory and Practice