

## Editorial

The 2024 Journal of Invitational Theory and Practice (JITP) invites you to celebrate the legacy of our co-founder, Dr. William W. Purkey. This year's journal begins and ends with tributes to our mentor and role model for exhibiting intentional invitations. Thank you, Dr. Jenny Edwards and Dr. John Novak, for helping us remember and celebrate Dr. Purkey.

The 2024 JITP also presents two research papers that promote the tenets of Invitational Education (IE). Penultimately, you will experience Dr. Sean Schatt's third of his three-part series on Invitational Education's theoretical foundations. Invitational Theory is rooted in three theoretical foundations: perceptual theory, self-concept theory, and a democratic ethos (Purkey, Novak, and Fretz, 2020). This year's essay presents Dr. Schat's perceptions based on his review of the literature related to the *Democratic Ethos*, which underpins Invitation Education theory and practices.

The JITP editor's charge is meant to challenge the reader. In this regard, you are again intentionally invited to lead others in the "direction and purpose for all Invitational thought and action" (Purkey & Novak, 2016, p 11). Researchers are always encouraged to quantitatively investigate the relationship between social-emotional learning (SEL) initiatives, and intentionality, care, optimism, respect, and trust (ICORT). Depending on the study, ICORT elements can be either dependent or independent variables as explicated by Invitational Education theory. A structured approach involving ICORT can indeed provide a quantifiable way to evaluate the effectiveness of social-emotional learning interventions in fostering positive, inclusive, and thereby optimal educational environments.

Alternatively, research, analyze, and disseminate the benefits of intentional, caring, optimistic, respectful, and trusting (ICORT) invitations upon an institution's people, places, policies, programs, and processes (5Ps). Given the ICORT elements of IE theory focus on creating a positive and inclusive learning environment, it will be worthwhile to develop a quantitative study whereby ICORT elements are either dependent or independent variables. Potential researchers are encouraged to review the steps for a potential quantitative study based on these variables as provided in the 2023 JITP editorial charge (pp 4-7).

Crucially, the JITP editor welcomes every opportunity that promotes the study, application, and research of Invitational Education theory and practice. Therefore, you and your colleagues are invited to submit scholarly papers that identify how Invitational Education theory and practice

has guided educational reform, sustained success, or reinforced best practices through either research or well-documented practices, policies, or processes. To advance Invitational Education theory to an international audience, scholarly articles within the JITP come from global sources, educational practitioners, organizational leaders, and multidisciplinary researchers. Prospective authors may email manuscripts to: [ucan@rcn.com](mailto:ucan@rcn.com). Authors must follow specific guidelines (p.98) when submitting manuscripts for JITP publication consideration.

Sincerely,

Chris James Anderson, Ed.D.

Editor of the 2024 Journal of Invitational Theory and Practice

### References

- Anderson, C. J. (2021). Developing your students' emotional intelligence and philosophical perspective begins with I-CORT. *Journal of Invitational Theory and Practice, 27, 36-50.*
- Purkey, W. W., & Novak, J. M. (2015). *Fundamentals of invitational education*. (2<sup>nd</sup> Ed) International Alliance for Invitational Education. Retrieved from: [Fundamental of Invitational Education | IAIE](#)