

Corrales Institute for New Education / Instituto Corrales para una Nueva Educación

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Saludos Everyone,

APRIL GENERAL MEETING

We invite you to our upcoming General Meeting on Zoom, **Saturday, April 2 from 10:00 am to 12:00 noon USA Mountain Daylight Time**. The Zoom invitation will be sent to you during the last week of March. If you know people who may be interested in participating, please forward this newsletter to them, and ask them to email their name and preferred address to ptat@unm.edu.

With our invited guests, we will spend the first hour in conversation with **Dr. Alice Goodenough** of the Countryside and Community Research Institute at the University of Gloucestershire, UK, and the second hour conversing with **Stephen Sterling**, Emeritus Professor of Sustainability Education at the Sustainable Earth Institute, University of Plymouth, UK.

During the first hour with Alice we will examine the benefits of outdoor and woodland activity with regard to wellbeing (social, physical, psychological, emotional and biophilic), health, and learning opportunities. And we will consider why the outdoor and woodland areas of a Learning Park are essential components of a 21st century place of public education, and not just a pleasant backdrop to outdoor activity.



Dr. Alice Goodenough

Alice joined the Countryside and Community Research Institute at the University of Gloucestershire in November 2020. Her research interests cover the health and wellbeing benefits of trees, woods and forests, along with arts-based and more-than-human research approaches. Exploring and writing about the impacts of spending time in Treescapes for over 10 years, she previously co-ordinated the Good from Woods partnership research project. She has worked with a wide range of organisations to evaluate the impacts and outcomes of their work in green environments, with a focus on co-design of interdisciplinary and creative research designs for exploring these.

Within CCRI Alice has been able to mirror these interests as Programme Manager of the Future of UK Treescapes, a £14.5 million research programme. Its aim is to improve the environmental, socio-economic, and cultural understanding of the functions and services provided by UK treescapes and inform decision-making on their expansion for the benefit of environment and society.

Alice is coauthor with Sue Waite of *Wellbeing from Woodland: A Critical Exploration of Links Between Trees and Human Health*. This book provides a framework for understanding the components of woodland wellbeing. Based around the collaborative project, Good from Woods, the book spotlights multiple case studies to explore how wellbeing and health are promoted in woodland settings and through woodland

inspired activity. It illustrates forms of wellbeing through real examples of woodland practice and draws out implications for the design of programmes to support health and wellbeing across different client groups. Chapters discuss health and wellbeing from a variety of perspectives such as psychological, physical, social, emotional and biophilic wellbeing.

In preparation for our conversation with Alice, we invite you to read her writings available on the Readings page of our website: <https://www.neweducation.org/readings>. Alice is the author of a number of articles on education and wellbeing outdoors and in forests. A list of her publications can be found at: <http://www.ccri.ac.uk/alice-goodenough>.

For the second hour with Stephen we will explore the shape of education in the future we need, moving from ideas to ideas-in-action, the urgency of a transition from vision to praxis, and the possibilities of new paradigms of education. As he said in his book *Sustainable Education: Re-visioning Learning and Change*, "Time is critically short to make the educational changes necessary to ensure a secure future."

Stephen Sterling is Emeritus Professor of Sustainability Education at the Sustainable Earth Institute, University of Plymouth, UK. Widely published, he has worked in environmental and sustainability education in the academic and NGO fields nationally and internationally for over four decades, including as a consultant and advisor on UNESCO'S Education for Sustainable Development (ESD) programs, and as co-chair of the UNESCO-Japan Prize on ESD International Jury. He is a Distinguished Fellow of the Schumacher Institute, a Senior Fellow of the International Association of Universities (IAU), and a Fellow of the Environmental Association for Universities and Colleges (EAUC).



His foresighted, (2001) book, *Sustainable Education: Re-visioning Learning and Change*, critiques the prevailing managerial and mechanistic paradigm in education, and argues that an ecological view of educational theory, practice and policy is necessary to assist the sustainability transition:

Today, most learning is functional or informational learning, which is oriented towards socialization and vocational goals that take no account of sustainability. This has been reinforced in Western educational systems by the introduction of a managerial view of education which has paralleled recent economic restructuring... There is a poor fit between this dominant paradigm and our experience of increasing complexity, interdependence, and systems breakdown in the world. Asserting education for sustainable development within the present educational framework can only meet with limited success, as such forms of educational change are marginalized by the mainstream. The real need is to change from transmissive toward transformative learning, but this in turn requires a transformed educational paradigm. Educators for change need a clearer understanding of an ecological, participatory worldview...

In preparation for our conversation, we invite you to read his articles available on the Readings page of our website. <https://www.neweducation.org/readings>.

For more about Stephen Sterling, check out his website: <https://www.sustainableeducation.co.uk>. The following is from his home page:

We live in extra-ordinary times – of both threat and promise globally. So here’s the BIG question that I have asked myself and others over many years:

How should – and how can – education and learning be re-thought and re-configured to make a significant and central contribution to achieving a more sustainable and just world?

AUGUST GENERAL MEETING

Thank you to everyone who attended our August General Meeting on Zoom. We had participants from three continents, and perceptive, candid conversations with our guests, Jeanne Vergeront and Dan Allen. [We deferred a December meeting due to complications with health and the pandemic.]



Jeanne Vergeront



Dan Allen

We spent our first hour in conversation with educator, researcher, and consultant Jeanne Vergeront, founding director of Vergeront Museum Planning. Jeanne shared her experiences in dialogue with children, and observations of children's engagement in their environment. Of particular interest was Jeanne's habit of listening to children, respecting their abilities, and regarding them as citizens today rather than as future citizens. This led to discussion of children as partners in a Learning Park.

For the second hour we conversed with New York writer and storyboard artist Dan Allen about his, and our, contrasting experiences with formal schooling, home schooling, and informal learning. Dan candidly shared his responses to, and the personal consequences for him, of these experiences in education. And he explained how these experiences informed the story of his animatic, *Unschoolled*, and his evolving outlook on the future.

To read some of Jeanne's writings about respecting and listening to children, and to view Dan's animatic, go to the Readings page of our website: <https://www.neweducation.org/readings>

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We expect that our next General Meeting will be in June. We are planning to converse with members of the Parque de aprendizaje in Spain and another guest to be determined. We hope you will join us then.