

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

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Saludos Everyone,

JUNE GENERAL MEETING



Dr. Santiago Rincón-Gallardo

Thank you to everyone who attended our June General Meeting on Zoom. We had engaging conversations with guest and attendees. The first hour Dr. Santiago Rincón-Gallardo shared his work on inside-out transformational teaching and learning, including example schools from his new book *Liberating Learning: Educational Change as Social Movement*. In these models, students learn how to care for others and the world while getting to know themselves and thinking on their own.

Santiago compared these models to the current schooling system where students learn how to be taught rather than learning how to learn and are managed via custody, control, and sorting. The side-by-side, dialogic approach to learning as liberation that Santiago shared is very much in alignment with a Learning Park and there was much to explore in the ways these overlap. Below are some inspiring quotes from Santiago's writings for further consideration. We invite

you to read some of his work on the [Readings page of our website](#) or to check out his websites for more:

www.LiberatingLearning.com and RinconGallardoSantiago.academia.edu.

The second hour we began by watching an 11-minute video introduction to The Mechai Pattana School in Thailand. In the conversation that followed, we compared and contrasted this school to a Learning Park. For instance, The Mechai Pattana School video shows how students build strong ties with their community through small business and service, which are practices aligned with a Learning Park. Additionally, the school space is a beautiful environment where agriculture and outdoor learning are integrated into student experiences much like a Learning Park.

However, there are also many differences between the two. For example, a Learning Park is built upon principles of mutualism in multi-generational learning so that adults and children are working side-by-side, learning from one another in an ongoing exchange. Additionally, unlike the Mechai Pattana School, a Learning Park is a place for making and creating, with regular opportunities to experiment using a variety of tools over long periods of time. For more, check out the video on the [readings page of our website](#).

SITE REVIEWS

Members of our Site Search Committee shared three new reviews at our June board meeting: Chattanooga, TN; Eugene, OR; and Salinas, CA. Although all three communities have favorable elements, we noted that Salinas and Eugene were especially promising in areas of innovative educational experimentation and plentiful, fertile land. Next areas to be reviewed include communities in Iowa, North Carolina, Colorado, Louisiana, and Georgia. If you have a community that you think might be suited for a Learning Park and that we should add to our one hundred reviews, please email your recommendations to [Michelle](#).

SEARCH FOR NEW CINE PROJECT MANAGER

Our current Project Manager, Michelle Jewett, has received a Fulbright and will be heading to Norway in August! Please join us in congratulating her on this exciting opportunity to live and teach abroad for a year. We plan to fill this vacancy by mid-September and invite you to apply and/or share this posting with folks you think might be interested. For more about the position check out the [Scope of Work on our website](#). Please use our [contact page](#) to send resume and interest by early August.

SUPPORT THE CORRALES INSTITUTE FOR NEW EDUCATION

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Santiago Rincón-Gallardo

The pedagogies inspired by both Dewey and Freire, when fully embraced and acted upon, are powerful vehicles for deep learning. There might be important differences in what each of these influential thinkers consider as the key problems to solve. But I believe there is a larger and more important fight to fight than Freire vs. Dewey. It is deep learning vs. schooling as we have known it. And we have a much better chance of winning if Freire and Dewey join forces.

Not only were schools not designed to foster learning. In many ways, they get in the way of learning. They do this through prioritizing compliance, compartmentalizing knowledge, creating

fear of failure, and concentrating control in the hands of adults. In schools, for the most part, students learn to be taught. But learning to be taught and learning to learn are two very different things. Learning to be taught is about sitting in silence, listening attentively to the instructions of the adults in the school say, figuring out, and fulfilling their expectations. In contrast, learning to learn requires intrinsic motivation, self-regulation, and autonomy. Learning to be taught is learning to do as you're told. Learning to learn is about taking charge of what, how, when, and with whom you learn.

. . . Walk into a place where liberating learning is regular practice and you will find students working individually or in small groups on problems or questions that matter to them, over extended periods of time. You will see each student working at their own pace and in the space of their choice – in one of many work stations set up in a classroom, in hallways, or outdoors. No assigned sitting, no rows of individual chairs and desks, very little – if any – time spent on adult lectures for the whole group.... In places like this, adults are constantly learning in public – perhaps by saying “I don't know” when they don't have an answer to a question asked by a student; by learning about a topic or how to use a digital learning tool from a student who masters it; by making mistakes in public, acknowledging and correcting them; by expressing genuine surprise and excitement when a student comes up with a good solution or idea that they had not thought about; by acknowledging confusion and going through it in public; by expressing aloud what and how they're thinking about and through a puzzling question or problem; or by publicly opening their most hard-wired assumptions to scrutiny.