



FROM THIS HOUR I ORDAIN MYSELF LOOS'D
OF LIMITS + IMAGINARY LINES. (WALT W.)

What is the Goal of School?

Imagining schools, starting at the beginning.

HOW MIGHT WE LEARN? HOW MIGHT WE TEACH?

PRISM.

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ABSTRACT

inquiry 1.1

The Winter School asks "What is the goal of school? Can it be neutral?". This is the inquiry from our inaugural exhibition called *History, Notice Me*. The Winter School is an arts-based community education center housed in a one room schoolhouse in rural Kansas. Over three years, we anonymously collected answers about the Goal of School from visitors and participants. We edited them and then published the findings into a five-volume book series, organized by major theme: Vol. 1: Balance, Vol. 2: To Learn, Vol. 3: Kinds of People, Vol. 4: Time & Economy, Vol. 5: Borders & Emancipation.

This research began from the thesis that the K-12 school system has no clear goal. It has no consensus purpose. We believe that government and the general public have many goals for schools, which makes it even harder to focus, plan and accomplish. Historical colonial residues combined with the accountability era and the eagerness to bring corporate principles into public ed, make the goal of school a manifold milieu – so we thought that gauging the understanding of a goal was a good place to start. While conscientiously collected and prudently interpreted, the research results are not value-free. Ultimately, the books are arranged with the publisher's lens. Results and methodology are discussed below, as well as a narrative explaining how we arrived at the themes.

HOW CAN WE GET A HOLD OF THE REALITY IN
WHICH WE PARTICIPATE AS ACTORS AT THE SAME
TIME WE ATTEMPT TO OBSERVE IT? (SYLVIA WYNTER) ✦

KEYWORDS Goals, mission, business plan, accountability, alignment, evaluation, measurement, schools, knowledge

① ART, HISTORY, FRACTALS OF DEMOCRACY

THESIS & INTRODUCTION

② CITIZENSHIP
SCHOOLS

"Learning and the purpose for learning go hand in hand." - Septima Clark, Highlander Folk School

→ AD ASTRA PER ASPERA

The Winter School is a recently renovated one-room schoolhouse in Douglas County, Kansas. Through conservancy and innovative programming, we want to use our heritage to better understand the origins and evolutions of schooling. The flagship program, The Museum of Education Foundations, looks holistically at the realm of schooling and explores it in a way that integrates social studies, philosophy, and art.

At its best, it can expand freedoms by giving us access to different perspectives and by revealing our unique web of intelligences. At its worst, it divides and sorts while confining us with grand narratives. We also believe that schooling could be an flexible and gratifying service if it engaged with greater transparency and reciprocity with stakeholders, who are all of us.

GET RECONCILED — ZORA

We believe the education system suffers from a lack of stakeholder involvement, and vice versa. Because of its influence on our lives, the way we organize schooling has a tremendous effect on how we situate ourselves in the world.

At the Winter School we want to help build a community that is curious about how the education system influences society – and how it influences us as individuals. Who can inquire about and discuss educational issues, and eventually, to grow a community who participates in decision-making.

PARTY 1

STUDENTS, TEACHERS
PARENTS, ADMIN, EMPLOYERS
NEIGHBORS, ETC.

If there are problems to solve with our current school system (and in the way we conceptualize knowledge) we want to encourage people to name it and participate in the problem solving.

FIRST STEP IN SOCIAL Δ.

To understand any organization, knowing its reasons for being is fundamental. It helps to unify stakeholders and fosters a sense of shared purpose. Not having a core purpose can be problematic for many reasons. It can lead to misguided programs and operations, misalignment of design and values - making it hard to evaluate effectiveness. Furthermore, lack of clear goals can alienate stakeholders through confusion, and even cause erosion of trust and discontent. Schools, like other systems, are created by people but because of their authority we often feel as if they are a self-evident, unbiased fact of life. "Classroom life is usually presented as a one-dimensional set of rules and regulative practices. Classroom reality is rarely presented as if it were socially constructed, historically determined and reproduced through institutionalized relationships of class, gender, race and power" (Giroux, 2009).✱

HAUNTOLOGY (!)

Organizations, including schools, are free to claim any goal depending on their desire. For example, music schools teach how to play instruments, seminary schools can prepare students for religious leadership and Montessori hopes to promote peace. Schools aspire to spreading their ideals and founding principles. **WHY NOT?!**

K-12 compulsory, mass education is not so simple. It does not operate in a vacuum and it is often taxed with ameliorating complex social inequities. In the case of public schools, the efficacy of tax dollars is measured and judged by student standardized tests, referred to as "accountability". The Accountability Movement has dominated school design over the past several decades, spurring prescriptive standards, a narrowed curriculum, and a great deal of screen-based test prep. **SOS**

In order to provide the necessary resources and attitudes to achieve the goal of school, the question remains what exactly do we want to be accountable to? **DISCIPLINE + PUNISH**

HOW DOES AN INVISIBLE OBJECT BECOME VISIBLE?

METHODOLOGY

equality 1.2

A PRESUPPOSITION

"To throw over them a certain coloring of imagination, whereby ordinary things should be presented to the mind in an unusual aspect; and further, and above all, to make these incidents and situations interesting by tracing in them...the primary laws of our nature." -William Wordsworth, *Preface to Lyrical Ballads* ✱

→ BIASED SINCE 1870

The Winter School District No. 70 was closed and consolidated in 1949. After a full-scale renovation, it re-opened to the public in 2022. Now a member of the National Registry of Historic places, the space functions as a local art and history museum where we host a variety of public events and private groups. In addition to the inaugural exhibition, *History, Notice Me*, we created an arts-based social studies curriculum with support from the Kansas Arts Commission. The curriculum can be engaged with in several different ways, both in person and virtually. In groups or individually. There are many places to drop in and jump off - do it methodically or at random. Lessons consist of a series of animated videos, reference slides and activity postcards.

DOES THE MESSAGE CHECK IT OUT!
MATCH THE MEDIUM?

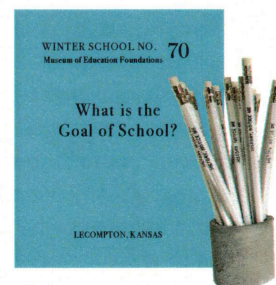


Figure A.

During public events we display small blue cards that ask the open-ended question "What is the goal of school?" (Figure A). Visitors write anonymously on the inside and return their papers. We also host private events, like school groups or adult organizations, where we collect the inquiry more systematically. In this case, the first thing we do is to ask the group to sit down and fill out the blue cards. We do this before we begin any introduction as to minimize our influence.

TYSM LITTLE BLUE BOOKS (GIRARDI KS) → ACCESSIBLE LITERACY TO THE WORKING CLASS. So far we have collected 201 cards. Some responses were short, some a paragraph, some people wrote multiple goals. With the Winter School Teacher-in-Residence, Rudi Garcia Cohn, we grouped them by loose categories: socialization, self & positive feelings, knowledge & skills, expansion, negative feelings and future prep. We continued to refine the data then embroidered it into five cloth books of 16 pages each. Peppered within the books we added outside resources to help contextualize the answers and bridge the storytelling. These are noted and credited.

3 Private Events: USD 497 Special Education Therapeutic Classroom for High School, USD 497 Woodlawn Elementary, Title I, 4/5th grade blended home room, USD 343 Perry-Lecompton Rural High School, USD 512 SEEK Gifted & Talented, 5th/6th grade blended program. Teachers: public school, homeschool, retired; Van Co: 18-24 year old at-risk artists; Wichita Literacy Festival: Kansas art teachers; Kanwaka Literary Club: elderly, rural women; Douglas County Employees, professional development; Kansas Sampler Foundation: rural Kansas leaders; NEKLS: school librarians. Public Events: Grand Opening, Children's Party, Fall Open House, Spring Open House, Prairie Happy Hours, Kaw Valley Farm Tour

WHAT A CAST OF CHARACTERS

We did not publish all of the answers. Some are redundant but we did try to emphasize the replicates, such as 'to learn'. We are still collecting the blue cards for the duration of the exhibition⁴ but we decided to synthesize our findings when the samples presented clear trends. As needed, we can continue to publish more volumes. ... CLIFFHANGER

CHARLENE → We did not capture demographic information of the participants but made effort to get a broad sample of ages, socio-economic level, educational status, and job experience. The ages range from 5 to 90. All were residents of Kansas, most within the county. Douglas County is the home the University of Kansas, Haskell Indian Nations University and has a significant rural population. It has an intriguing scholastic history of race, class and gender because of its position on the frontier as well as being at the crossroads of slavery, sparking the Civil War.

→ THE MAP IS NOT THE TERRITORY. (A.K.)

Limitations of this inquiry exist! Although the research and its subsequent storytelling were conducted with curiosity and designed with craft, we are not experienced academic researchers.⁵ Unlike science, art is more about subjective feelings and open-ended conclusions as opposed to numbers and measurements – yet they have the same limitation: both are only an approximation.

THE QUESTIONS THAT ONE ASKS ONESELF BEGIN AT LAST TO ILLUMINATE THE WORLD, AND BECOMES ONE KEY TO THE EXPERIENCE OF OTHERS. (J. BALDWIN) *

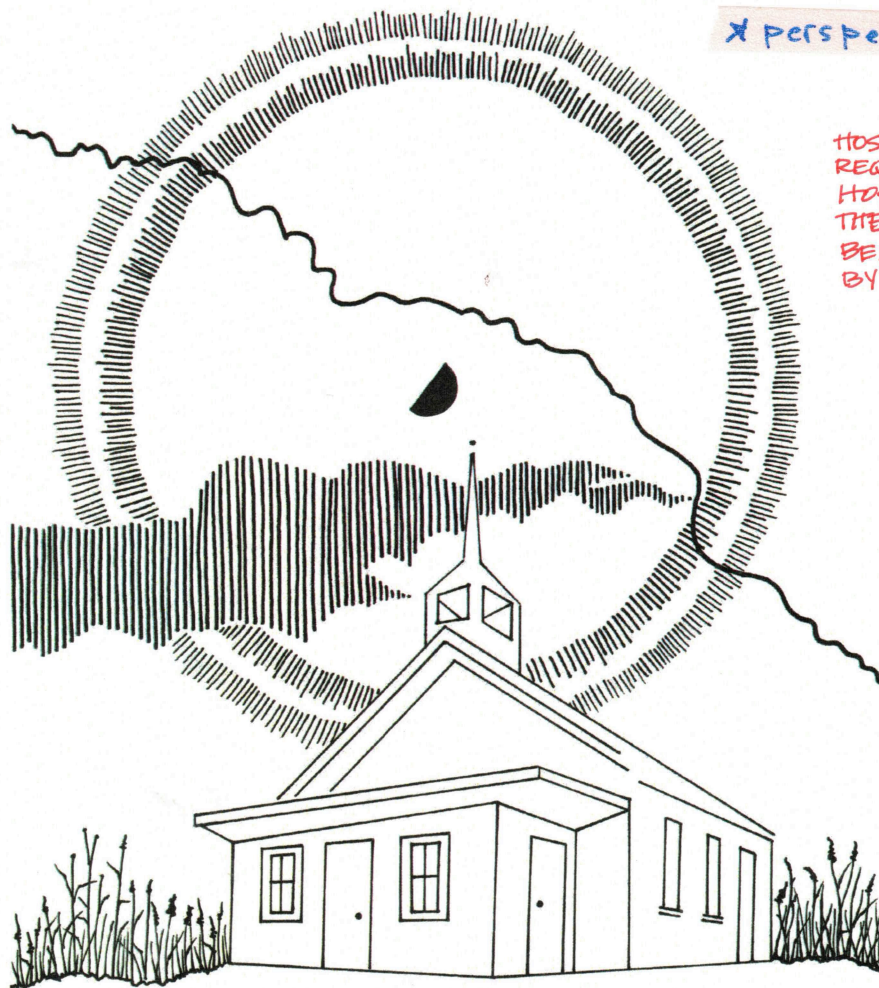
MYSTERY

RESULTS & DISCUSSION

"The world - and all its possible experiences- constituted a social reality, a fabric of life in which everything had the possibility of intimate knowing relationships because -ultimately- everything was related."

-Vine Deloria, *American Indian Metaphysics* *

* perspective 1.3 *



HOSPITALITY MAY REQUIRE THAT BOTH HOST + GUEST ACCEPT THE POSSIBILITY OF BEING CHANGED BY THE OTHER. -J. DERRIDA

⁴ Next Exhibition Inquiry: What do you wish schools noticed about you? Projected Date: 2027

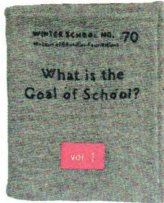
⁵ This is an art project!

VOLUME I: BALANCE

"My natural inclination was to see relationships, to seek the threads that connect the world, that join and not divide. But science is vigorous in separating the observer from the observed, and the observed from the observer."

-Robin Wall Kimmerer, *Braiding Sweetgrass*

relationship 3.1



The story arc of Volume I establishes the universal and perpetual interaction between the social and individual. In the analysis, we noticed an overarching trend where many answers seemed in stark opposition to each other: the desire to socialize children but also to have them realize their own potentials. This tension not only shows up in schools but throughout life as one of the primary questions: How do we balance our own needs with those of others? It is a moving target, always changing.

PEOPLE WISH TO BE SETTLED ONLY AS FAR AS THEY ARE UNSETTLED IS THERE ANY HOPE FOR THEM. -EMERSON*

In this volume we have paired the seemingly incongruent answers together. On the left-hand page is a social goal, on the right-hand page is an individual goal. This tension is anchored in the centerfold by an enduring quote from 1927, "The leaders of our schools are confronted by no more important and overwhelming problem than that of providing an environment by which each child can learn to live with others and yet retain his personal identity" (Rugg & Schumaker, 1927). At the Winter School it is our belief that, in order to fulfil the dualistic goals of individual and social flourishing, a more reciprocal relationship must exist between the curriculum and the community; and a more hospitable relationship must exist between pedagogy and the students to heal the divisions. We are all teachers

reciprocity 2.2



①



It is a moving target

②



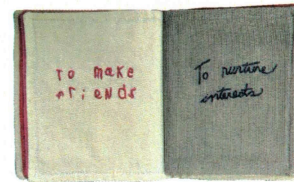
To adapt to different views | ME

③



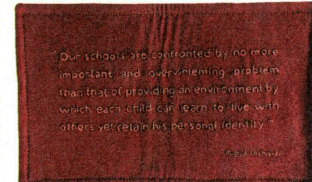
To meet new and interesting people along the way | To find your passion

④



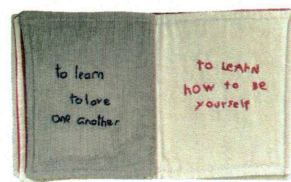
To make friends | To nurture interests

⑤



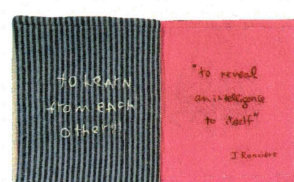
Rugg & Schumaker (above)

⑥



To learn to love one another | To learn how to be yourself

⑦



To learn from each other | "To reveal an intelligence to itself." -J. Ranciere

⑧



To align people | To be creative

⑨

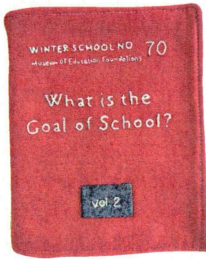


Balance.

VOLUME II: TO LEARN

"The problem is to reveal an intelligence to itself. Anything can be used."

-Jacques Rancière, *The Ignorant Schoolmaster* ✱



The theme of Volume II is about the most common response: to learn. But to learn *what*? With an increase in banned books and the sustained curricular reliance on a few corporate standardized tests, what to learn in school is a considerable cultural tension in our country. This also true historically as school subjects represented what was worthy knowledge in the dominant culture. For example, early textbooks in one-room schools exalted male European explorers so that became the sanctioned historical narrative. This type of normalizing knowledge has been systematized and is incorporated into our standards and accountability structure today. "These disciplines shape how knowledge is produced and who produces it" (Lopez, 2017).

THERE IS NO HISTORY OF MANKIND
THERE IS ONLY AN INDEFINITE NUMBER OF HISTORIES
- KARL POPPER

AND IN OUR BODIES

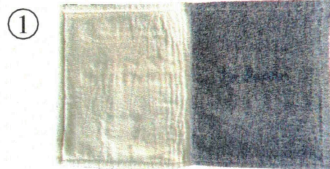
✱ history 3.2 ✱

EPISTEMOLOGY BINARY: RIGHT/WRONG

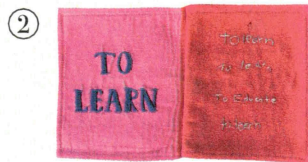
The conception of what knowledge is and whose is deemed legitimate is at the core of what shapes schooling. Power relations impact the construction of knowledge and what counts as valuable. "Knowledge is never neutral or objective but ordered and structured in particular ways; its emphases and exclusions partake of a silent logic." (McLaren, 2009). The silent logic of the epistemic regime privileges rationality over emotions and observable facts over relationships. It assumes the things which can be named, categorized, measured or objectified are more essential than those that aren't. We see this influential paradigm in many social systems, including schools and households. FRACTALS: INFINITELY SIMILAR PATTERNS ACROSS SCALES

Perhaps because of this rigidity, Volume II starts to see some answers that share negative feelings around school, including boredom and apathy. These answers suggest a certain alienation of students in their own learning process. We can sense the desire to direct their own learning and to be more expressive. So, in order to have a school system where the goals align with the diverse inspirations of stakeholders, the political challenge of pedagogy becomes shattering the division between those who are permitted to produce knowledge and those who are assumed to consume it. The ontological challenge of pedagogy becomes expanding the legitimacy of a great variety of human capacities, sensibilities and intelligences.

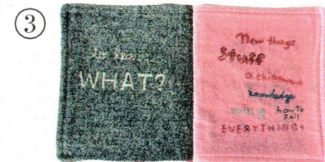
RESTORE THE BIOLOGICAL CULTURAL DIVERSITY
- DAN WILDCAT



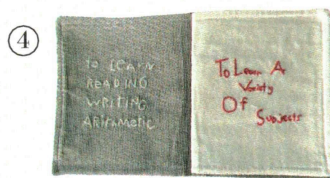
To learn



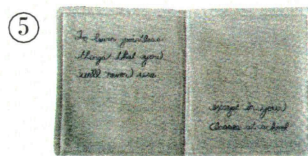
TO LEARN | To learn, to learn to educate, to learn



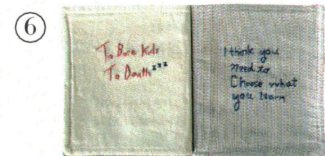
To learn... WHAT? | New things, stuff, achievement, knowledge, nothing, how to fail, everything



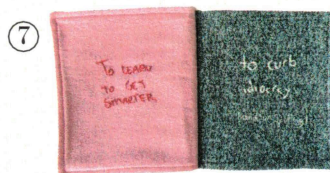
To learn reading, writing, arithmetic | to learn a variety of subjects



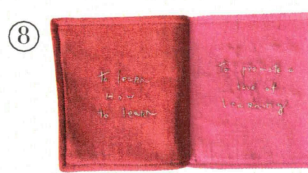
To learn pointless things that you will never use except in your classes at school



To bore kids to death, zzz | I think you need to choose what you learn



To learn to get smarter | To curb idiocy (and for spelling)



To learn how to learn | To promote the love of learning



What do you notice? What do you wonder?

✱ curriculum 3.4 ✱

✱ standardization 3.5 ✱

VOLUME III: KINDS OF PEOPLE

"There are infinitely many kinds of beautiful lives." -Maria Popova, *Figuring*



How we conceptualize schools has repercussions beyond academic knowledge. Not only do the subjects of learning create boundaries of what is worthy knowledge but implicit conditions within the classroom inscribe cultural norms about who the students should be. Hidden norms within the classroom have the productive power to develop certain habits and values to make kinds of people. The sciences of schooling were designed to act on the attitudes and dispositions of children, "to make them into kinds of adults they would not be if they had not attended schools" (Popkewitz, 2018).

CAN IT BE NEUTRAL?

WE CAN NO LONGER AFFORD TO TAKE THAT WHICH WAS GOOD IN OUR PAST AND SIMPLY CALL IT OUR HERITAGE

-H. ARENDT ORIGINS OF TOTALITARIANISM

Education is a process of changing the behavior patterns of people, including thinking, feeling and overt action (Tyler, 1949). Schools have, for a very long time, functioned as spaces through which students are disciplined to participate in society (Karumanchery, & Portelli, 2005). In the case of the United States, compulsory schooling came of age with a strong Christian worldview, during Industrialization and as the first wave of immigration changed the demographics of the new country. "For the republic, education was central in the production of the citizen; schools were to respond to the problems that schools encountered, and provide its solutions" (Popkewitz, 2018). In the centerfold we quoted *School Days of An Indian Girl*, a primary source, to illustrate how schooling has molded children into who was considered acceptable citizens.

I cried aloud, shaking my head all the while until I felt the cold blade of the scissors against my neck, and heard them gnaw off one of my thick braids. -Zitkala Ša

Volume III reflects a continuum in how different stakeholders interpret what 'types of people' schools make. Some responders feel like schools support exploration and broadening perspectives; while others feel it is to indoctrinate, to be a cog or to instill discipline. Schools, like people, are full of contradictions and are many things at once, so we offer no conclusion. Rather, we ended this volume by suggesting that safety - both physically and psychologically - can lead to the most variety in what types of people to make. This atmosphere of welcoming plurality is opposed to the restrictive, prescriptive values of authoritarian, monolithic systems. Creating kinds of people with democratic dispositions could be made in schools that "promote change without telling learners what they should think or do, by creating spaces where they are safe to analyze and experiment with other forms of seeing, thinking and being in relation to one another" (Andreotti, 2014).



"To create kinds of people"
-T. Popkewitz



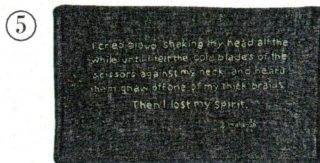
Some to indoctrinate | Others to give opportunity



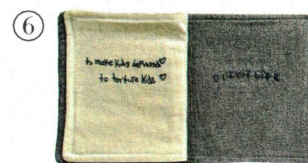
To be a cog in a machine | To explore, an exploration!



To broaden curiosity about the world | Fun! Fun, Fun, jubilation



School Days of an Indian Girl by Zitkala Ša (above)



To make kids depressed | To torture kids | Discipline



To make a better society... | ...but what knowledge & skills make a person better? IDK.



Safety | Providing a safe space



Where people feel open and comfortable



I CAN MAKE YOU PUT YOUR PHONE DOWN - E. BADU

BECAUSE THERE ARE OTHER TABLES - V. WOOLFE

plurality 4.2x

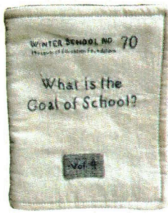
pedagogy 3.3x

THERE IS NO HIERARCHY IN THE WEB OF LIFE - LACY J.

VOLUME IV: TIME & ECONOMY

time 2.3

"The usual view of time is one in which each successive stage outstrips the preceding one... Time was portrayed as progress, as upward movement, as greater rationality, and productivity." - Nancy Lesko, *Act Your Age!* *



Fundamental to accountability culture is the image of linear and hierarchical development. With this deeply ingrained paradigm schools, perpetuate an attitude of *not yet*. A perpetual deficit. FML. An anxiety-producing scarcity. "Colonial history is marked by the modernist progress myth—that the future must by definition be brighter, and that it is only in leaving the past behind that we can get to that brighter future." (Salvation Army Australia, 2023). Volume IV explores the common mindset that the goal of school is for something in the future. The "real" world. However, we believe knowledge is not just a progressive acquisition of facts that lead to an ultimate destination. Rather, development is a holistic combination of capacities that are ever emerging.

END OF HISTORY

WE ARE ALL STARS

IN A UNILINEAR IMAGE OF DEVELOPMENT DIFFERENCE OR VARIATION CAN ONLY BE SEEN AS AN ABERRATION - LESKO (AGAIN)

Mass education in the United States became entrenched during the Industrial Revolution. The glorification of factories greatly influenced schools as administration ballooned and mimicked the efficiency, output, compartmentalization and regulation of factories. (Tyack, 1974) "New kinds of work demanded closer attention to time and its increments. Work now was not only moving indoors but being reorganized on the principal of the clock, regularized and routinized; and this shift called for a new temporal discipline" (Michael Pollan, 2021). In the book we use the mission of the US Department of Education to help consider how economic competition still deeply influences schooling: "To prepare students in achievement and preparation for global competitiveness" (ED, 2026). It assumes a division of winners and losers in a youthful educational system that arguably should not reward and punish children for what they know or how they come to know it. MERITOCRACY SOS

WHAT DOES THIS MEAN?

mystery 4.1

BE HUMBLE. - KENDRICK LAMAR

Human knowledge and potential cannot be measured in precise fragments. We all have a unique perspective so if given the space to participate we could all influence problem solving, no matter our credentials. Highlander Folk School experimented with finding democratic pedagogies and found that an effective goal of school could be "a stop in the continuum of defining and trying to solve an important problem, a space to think and plan and share knowledge" (Horton, 1998). By dropping the reliance on rigid, individualized, point-in-time test performance, schools would become infused with relevant lessons around communication and rich with ready access to multiple perspectives. This attitude also grants schools the flexibility to respond to the inevitable social changes to come. TO BE VITAL IS TO BE IN MOTION.

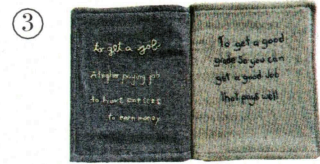
IT IS HARD TO GET THE NEWS FROM POEMS - W.C.W.



For the real world



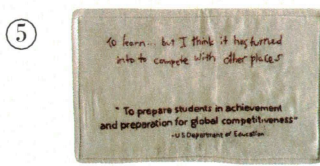
The next stage | The future



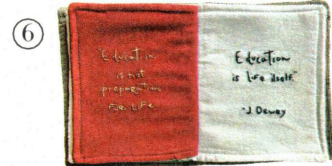
To get a job, a higher paying job, to have a career, to earn money | To get a good grade so you can get a good job that pays well



To make us into workers! | To get you wanting it to be the weekend



To learn... but I think it has turned into to compete with other places | "To prepare students in achievement and preparation for global competitiveness" - ED



"Education is not preparation for life." | Education is life itself" - J. Dewey



To overcome adversities | Problem solving



Experiences, to have as many as possible | To try new things



To change

VOLUME V: BORDERS & EMANCIPATION

★ perspective 1.3 ★

"Everywhere there are starting places, intersections, junctions that enable us to learn something new." -Jacques Rancière ★



Volume V closes out the book set by implying that the goal of school is esoteric and expansive...yet subject to real, arbitrary constraints. This limitation is illustrated in primary sources from Judith Sargent Murray and Nat Love, representing two groups who have been historically marginalized by schooling: women and African Americans. These represent some of our culture's most lawful and egregious attempts at limiting knowledge (and thus, socio-economic power) through access to schooling and literacy. The politics of knowledge can make autonomous subjects out of some while others are looked at as objects to use. **TOOLS.**

On the Equality of the Sexes by Judith Sargent Murray

They rob us of the power 't improve...

STULTIFICATION *Yet nature with equality imparts*

And noble passions,

swell e'en female hearts.

The Life and Adventures of Nat Love by Himself

They were never allowed to get anything in the

nature of education...and the reason was too

apparent: education meant the death of the

institution of slavery. ★

We stitched two questions from Bruno Latour, "What limits knowledge? What constrains our understandings of what is possible?" (Latour, 2004).★ Even if the answers will always be incomplete, these are essential questions to reviewing our own habits of thought and things we take for commonplace. There are plenty of challenges to cultivating a philosophically democratic mindset, a mindset capable of reciprocity and openness. But there is also plenty of untapped opportunity too, if that's the kind of people we want to create through school. Perhaps the goal of school is not to learn how to seek but to encourage seeking despite restrictions that are antithetical to an open society. **MERITOCRACY SOS.**

"Lodge yourself on a stratum, experiment with the opportunities it offers, find an advantageous place on it, find potential movements of deterritorialization, possible lines of flight, experience them, produce flow conjunctions here and there, try out continuums of intensities segment by segment, have a small plot of new land at all times" (Deleuze & Guattari, 1980).★ With this rhizomal epistemological outlook could schools become an antidote to the political and intrapersonal limitations of knowledge? Could we better learn how to see the choices around us? By not just expanding choice but by becoming a space to practice how to make choices; both individually and collectively - and in taking responsibility for the consequences. **FREEDOM + RESPONSIBILITY**

①



To open
the world

②



To find
connections and
meanings

To find shared
understandings

③



Peace

Nat Love
(above)

④



To learn history
*parts of

Judith Sargent
Murray (above)

⑤



citizenship
participation
equality
freedom

to function
DEMOCRACY
to contribute

⑥



Exposure

To encourage
thinking

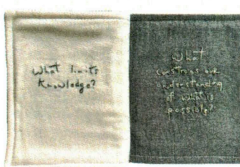
⑦



How to make
choices

To expand
choice

⑧



"What limits
knowledge?"

"What constrains our
understanding of what
is possible?"

-B. Latour

⑨



To learn
how to seek

CONCLUSION

*"How can we get a hold of the reality in which we participate as actors at the same time as we attempt to observe it." - Sylvia Wynter, A New World View **

The thesis for our research was proven correct, there is no clear goal of school. This is problematic because of how many resources we use to account for its success; and how it functions to design us as people. Not having a clear goal is costly.

*THE GOAL OF SCHOOL CAN BE WHATEVER WE CHOOSE. **

The education system is one of the most important platforms in the development of social and individual habits. It is the most deliberate form of human learning and social reproduction (Gutmann, 1987). Because of schooling's relationship to lifelong outcomes, the system has larger social implications that confer advantage, resources, access and privilege to those who can navigate it (Bell & Adams, 2016). For this reason, it is even more important to constantly question and scrutinize our habits of practice. However, no matter what the goals are can they ever be neutral?

A vital element that makes us who we are is our unconscious biases. We look at other people and situations from these unconscious biases or judgements. These can come from past experiences, the environment and culture in which a child grew up and the educational systems where he or she learned, among other sources. -Divya Parekh, Forbes Magazine

There is no such thing as value-free because "all objects are born things" (Latour, 2004). The specious idea of schooling as a value-free meritocracy has some people internalizing failure while others justify reaping the resources of curricular privilege. With its powerful claim to rational objectivity and scientific accountability, the education system helps legitimize and reproduce social inequality. At the Winter School we interrogate this feigned neutrality through the foundations of education.

*WHEN WE BEGIN TO LIVE FROM WITHIN OUTWARD, AND ALLOW THAT POWER TO INFORM AND ILLUMINATE OUR ACTING UPON THE WORLD AROUND US... THEN WE BEGIN TO BE RESPONSIBLE TO OURSELVES IN THE DEEPEST SENSE. - AUDRE LORDE **

We have all been socialized within an education system and internalize the dynamics that sustain it. The more embedded these practices become the more difficult it is to see how they have been constructed in the first place (Bell & Adams, 2016). By distilling research around the perceived goals of school, this paper hopes to raise our collective consciousness to confront its framework to join in the conversation. To continually ask ourselves what do we want the goals of school to be? What (and who) do we want to be accountable to? Ultimately, the goal of this research project is to open the discourse around knowledge and schooling into an ever widening space.

emergence 4.3

The first thing I said to them is 'they say I am your teacher, but I am not a teacher; and we are going to learn together. You're going to teach me some things and I'm going to teach you some things.' 'Well, I'm not a leader' they would say. But we say 'You know the problem. If you know the problem, you see the problem. You know what needs to be done to solve that problem then YOU need to be the one to take the ball and run with it.'

*-Bernice Robinson, Citizenship Schools **

THANK YOU

* Unit 1: We Are All Stars (Introduction) *



1.1 Inquiry



1.2 Equality



1.3 Perspective



2.1 Rhizome



2.2 Reciprocity



2.3 Time

* Unit 3: One Room Schools *



3.1 Relationship



3.2 History

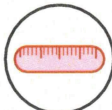


3.3 Pedagogy

* Unit 3: One Room Schools *



3.4 Curriculum

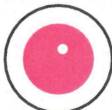


3.5 Standardization



3.6 Expression

* Unit 4: Land of Plenty (Conclusion) *



4.1 Mystery



4.2 Plurality



4.3 Emergence

* History, Notice Me Videos *

@WinterSchool70

YouTube

@history.notice.me

Instagram

THE NEUTRAL VALUE-FREE OBJECTIVE IMAGE OF SCIENCE INHERITED FROM THE ENLIGHTENMENT HAD WIDE INFLUENCES IN EVERY DISCIPLINE. -G. LADSON-BILLINGS