

Quarterly Report

January 2019

Knowledge and learning can come from anyone and anywhere-as everyone has the capacity and the responsibility to teach and learn.



“The Tutoría dialogue is based on basic understanding that teaching and learning is a relational act. It changes how we be in relation with each other and slowly we begin to realize we need each other and that we're all related.” Meixi

Dearest Tutoría FiftyFold family,

Hello 2019! As I reflect on 2018, 2018 has really been a year of trying out new things and seeing how we can tell collective stories of our work together.

Most exciting for me has been how we are changing what we mean by who hold knowledge, and also changing who we think can teach and learn.

In the latest book from México: Dr Gabriel Cámara and team have released a new books charting the historical trajectory of Tutoría this far. It's clear how our work in Thailand with families is also adding to what we imagine in possible between communities and schools. In this book, Gabriel and colleagues remind us that:

- 1) **Tutoría** is based on flattening powered teaching and learning relationships by sharing the responsibilities to teach and learn in constantly interchangeable roles.

Knowledge and learning can come from anyone and anywhere - as everyone has the capacity and the responsibility to teach and learn.

- 2) **The Tutoría dialogue** is based on basic understanding that teaching and learning is a relational act. It is a dialogue between equals, one that knows something that the other wants to learn. It changes how we be in relation with each other and slowly we begin to realize *we need each other*. We realize we are part of an ecosystem of humans, plants, animals, and lands and need to learn to be good relatives to all of these beings - plants, to the animals, to the mountains, lakes, rivers, and lands.

In a time of global change where there is less and less dialogue between people and we feel less connected, with increased bullying at school, rise in mental illness, and drastic changes in weather



patterns and smog and pollution because humans continue to harm the earth – we need to radically shift how we imagine how we design schools. Because of this, **our work this year will continue to focus on:**

1. Building a group of young people who are critically aware of the social and ecological issues of today;
2. Grow leaders who are confident and eager to create change for their neighborhoods, families, and communities;
3. Design pathways home - so that family and community practices are crucial and fundamentally connected to extending learning in school and shifting learning at school for community and family dreams and goals. In particular, the knowledge from home that teaches us about our long relationship with Mother Earth and our place in it.
4. Strengthen community life and culture, languages, and practices in all its diversity by involving family stories and knowledge in our learning. We want to make visible and valued home-based knowledge in our ecosystem and call upon family histories and stories as fundamental to how we imagine the purpose of learning at school.



Through transforming the nature of collaboration among us, students, teachers, and families, we focus on upholding local wisdom and knowledges and make visible their unique knowledge systems as key for social and ecological flourishing in the future. This is the future of learning that we want to create.

Most recently, we have been in Chiang Rai with Sahasat and in Prae with Charoenrasdr and they have stretched the boundaries of what we even believe is possible. They have organized learning festivals that do this exact work and we are so honored to be part of this movement together.

We are currently looking for financial support to sustain ourselves into the future.

Right now, we need to raise **\$5000 SGD/115,000 THB every month** for the next two years to help equip the four schools that we are working with and to help grow the student, teacher, and family network to 5000-strong.

We are asking for friends to consider providing *sustaining gifts* over the next two years to help us in this work. Will you join us?

We're looking for:

- 20 people to commit to giving a sustaining gift of \$100 SGD (2,300 THB)/ month for the next two years.
- 10 people to give a sustaining gift of \$200 SGD (4,600 THB)/ month
- 2 people to give a sustaining gift of \$500 SGD (11,500 THB)/ month

Any amount, big or small will also make a difference. If so, please click on the link below to join us in the work!

Yes! I want to be part of building change together: fiftyfold.org/about/support-our-work

Thank you for all your kind generosity and support as always.

With heart and love,
Meixi, Sukanda, Panthiwa & Pam



Updates from Schools

Padoongrasdra Phitsanulok School (PRS)

PRS has been with the Tutoría family for 4 years now. About 700 students are in the program with a focus on M1 - M6.

Tutoría has been rolled out especially for the students of Matthayom 4/1 classroom which is an intensive Science and Math class and for Matthayom 6 students who need tutoring for the exam and university examination. For Matthayom 4 students, three periods a week are Dr Gabriel Cámara and team particularly set for Tutoría hours, and for Matthayom 6 students, two periods a week are specified for tutoring.



Chiengrai Vidhayakhome School (CVK)

Over 4 years, CVK has been rolling out Tutoría. More than 800 students have experienced Tutoría with a focus on P5-6 and M1-M6.

Tutoría at CVK, the teachers have been continually supported to apply. The teachers can design and adjust according to what they see that it's possible to roll out during their available time. The teachers have been encouraged to collect more experiences in order to share them with the other teachers. From interviewing the students who have experienced Tutoría, they say that they are impressed. They enjoy and like Tutoría very much because the students think that it is easy and helpful for better understanding. They also feel that it can be a way to review the lesson in advance. When they prepare to share their temas to their friends, they prepare them well so that they can help their friend better. At the same time, they understand the lesson more clearly.



Sahasartsuksa School (SHS)

SHS has been with our family for over 3 years. The number of Tutoría teacher team is 18 and they have expanded to nearly 100 colleagues. Tutoría has been rolled out among 1,300 students in P4-P6 and M1-M6.

At SHS, Tutoría has been moving forward. In the beginning of the academic year 2018, the first SHS Mini Tutoría Fiesta was arranged in August, and then the second one was held in the middle of December 2018. This second fiesta was elaborately designed as a result of the first one in order to go deeper on learning, and obviously, more advancement can be seen. This is a result of cooperation among the leading Tutoría teachers, the school administrators, and the students. This event has been for the students who are in Matthayomsuksa One level to Matthayomsuksa Six level so that they can experience how learn to love and love to learn is. The teacher tutors who used to be tutored by the 18 Tutoría teacher leaders before have chosen their own temas which they are interested in and have tutored them to their students. From this event, the students have learned what they like and they can link it with the subjects they study in their class. It is noticed that the students enjoy tutoring and they are more confident in themselves. This is outstanding even though the students are from various cultures. From the sparkling of their eyes and their enthusiasm to involve in learning, it is hopeful that Tutoría can truly help them become mature with quality.



Charoenrasdr School (CRS)

This is this second year of CRS with 18 Tutoría teachers. Around 400 students in P2, P5-P6, and M1-M6 are in Tutoría network.



At CRS, Tutoría has been progressing. In November 2018, Mini Tutoría Fiesta was held at the school particularly for Matthayomsuksa One students so that they could experience Tutoría Relationship learning approach. They learned from other student tutors who are Tutoría student leaders. At the fiesta event, the local wisdoms were shared and tutored based on the interests of tutees and expertise of tutors. These wisdoms were tailored or linked to the academic subjects as well. From this activity, Tutoría has also been expanded to every teacher at the school.

Teacher Voice Miss Montisa Keawwichean (a teacher at Sahasartsuksa School in Chiangrai, Thailand)



“It can be said that this has been a new season for me in this academic year because I have had a chance to be a teacher teaching Matthayom Four students. Some of the students have had tutoring experiences and there have been some new students moving from various schools and had no experiences on Tutoría at all.

Since the semester started, I have used Tutoría pedagogy in order to build relationships with the students in the classrooms because most of them are new students and they didn’t know one another before. They didn’t get used to one another. I have started by pairing up the student who has had Tutoría experience with another new student with no Tutoría experience and I have asked them to share their own stories. It can be any story that they want to share with his/her pair. Another week, I used the Tutoría pedagogy again, but I changed the topics to be about the abilities they were good at. From what I have observed, I have seen that the students in Matthayom 4/3 Class have had relationships among one another, and they have also applied their Tutoría learning with Unit Three of History subject. The students have been divided into groups. The student tutors have been allowed to choose the topics independently according to their interest. Tutoring was started by the group of student tutors, and then it has been shared to the group of tutees. After that, tutoring has seemed to flow naturally among the students. While they were tutoring, there was some loud noise or even some (positive) quarrel, but the result of the Unit Three test was found that there were only two of all 43 students in Matthayom 4/3 Class who failed the test. Compared to that of Unit One test without applying Tutoría, the number of the students failing the test was six. Therefore, it is obvious that applying Tutoría approach not only resulted in good relationships among the students who were from different schools but also in their better learning performances.”

Student Voice Miss Sirikwan Lichan (a student in Matthayom 4/3 Class at Sahasartsuksa School in Chiangrai, Thailand)

“What I feel when I am in charge of tutoring: I feel that I am a leader. After tutoring or during free time, I can keep making better relationships with my pals. I feel great that we have shared knowledge to each other. There is neither insult nor contempt on being a tutor or a tutee because Tutoría is a time of sharing to each other. It can be a way of reviewing the lessons when I tutor them to my friends. It leads to correctly understanding particularly when we tutor and we have different answers or ideas, we can ask the teacher or some of us who know so that we can understand correctly and get the right answers. Tutoría has taught me to get ready or to prepare and be prepared, and to plan ahead of time. It also leads me to be responsible for my duties or whatever I am assigned to do. We understand one another better. When I choose the topics to teach, I choose to teach what my friends don’t understand. It can be considered that this is like participating in some activities and we learn to socialize. I know my friends better and know more about other people.”



Our Work: Designing with a Learning Ecology



1. Growing Dialogue (within and between classrooms, homes, communities)
 - a. We work with teachers, families, and students to engage in one-on-one dialogues in school learning environments. Dialogue or dialogic thinking is integral to gaining conceptual understanding (Cámara, 1990). Participating in dialogue with another being facilitates thought and language mediates meaning making for the learners (Vygotsky, 1987).
 - b. Learning to engage deeply with another being opens up space for a kind of active listening and sharing that are at the heart of building and reaffirming healthy relationships. Instead of seeing others as separate beings, dialogue supports a kind of “togetherness” (Ingold, 2017) or “witness thinking” (Shotter, 2005) that is the foundation of healthy community relationships.

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- c. As the dialogue between two beings continues, they engage in a kind of ‘seeing together’ and learn to navigate various ways of thinking, ways of being, and ways of enacting values. With an underlying belief that difference and heterogeneity is fundamental to building rich learning environments (Rosebery et al., 2010), an ability to negotiate between worldviews and engage in reason across difference allows for new understandings to emerge within and across cultural perspectives, social histories, time, and space (Habermas, 1983). Such subject-subject emancipatory communicative actions are the foundation for understanding ourselves and creating a more participative and democratic society and moral order (Habermas, 1981; 2015).
2. Home, cultural, and ecological knowledges in curricular design
 - a. Building relationships with community is at the core of our work. We work with families to develop curriculum that allows for the navigation of multiple perspectives, knowledge systems, and worldviews. In particular, our based much of our work on building from Indigenous knowledge systems, cultural and ecological knowledge given the context of our work. Our work includes 1) designing and visiting students’ home communities with teachers and school leaders, 2) co-developing *Temas* (lessons or themes) with students, teachers, and families based on important and significant cultural and familial practices, and 3) designing and doing demonstrations of learning in place with community members, and 4) involving family (family as broadly defined!) in our tutoría learning community where parents also join in the tutoring and learning network.
 - b. We recognize that dialogic relationships must occur within content and subject knowledges (Daniel, 2007) while at the same time content knowledge alone is insufficient for complex thinking. Furthermore, research has shown how fundamental building knowledge from home is if we are to actually design complex learning environments and move closer to educational equity locally and globally. Recognizing the funds of knowledge (Gonzalez et al., 2005) at home as a resource for learning, navigating Indigenous knowledge systems within school spaces (Barnhardt & Kawagley, 2005; Brock-Utne, 2000, Bang et al., 2013), and building with community in the education of teachers are important pathways for Indigenous resurgence that decolonize the institution of school for nation-state goals (Cuban, 1969; Ginsberg & Craig, 2010; Hyland & Meacham, 2004; Koerner & Abdul-Tawwab, 2006; Paine & Zeichner, 2012; Tabulawa, 2003).
 3. Growing teacher collaboration and leadership
 - a. We know the work of teachers is one of the most difficult jobs in the world. We support teachers in 1) developing dialogic relationships and 2) designing a learning community within their classrooms and afterschool clubs. This comes in the form of ongoing visits to schools that comprise of 1) meeting with teams of teachers and with teachers individually, 2) form and working with teacher strategy teams, and 3) having

teacher enjoy learning together in order to model what love for learning looks and feels like as a teaching community.

- b. Teachers continually need to grow their professional capital which comprises of the decisional capital, social capital and human capital capacities (Hargreaves & Fullan, 2012). By working in groups, teachers are able to have increased freedom to make decisions, build social networks among themselves, and their skills and capacities as teachers. This is built from and builds to a social movement (Rincón-Gallardo, 2015; Rincón-Gallardo & Elmore, 2012) .
4. Strategizing with school leadership
 - a. We also work with school leadership to make sure that the entire school is transformed. In our experience, the school leadership has to support and lead the work in order to sustain this kind of transformation within and between home and school.
 5. Progress marking and Research
 - a. We provide on-going progress-marking of our work to make sure its aligned with our design. We also study the process of design, like in many design-based research work, in particular community-based and participatory design research (Bang et al. 2015; Bang & Vossough, 2016).
 - b. We have a quality tutoría sheet and an all-school survey that we administer to students, families, and teachers. This is available for teachers below.
 6. Connecting Support across Time and Space
 - a. We have annual Tutoría Fiestas so that schools come together and learn from each other. This creates an even larger community of people who want to learn in this way. It is uplifting and keeping the community going knowing that they too are part of a movement.
 - b. This also involves YOU as growing support - emotionally, intellectually, and financially for this work. We organize visit to see the work in action and invite people to help build Temas with us that teachers and students can continually add to as they learn from and with it.



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