

**The
Sudbury Valley School
Experience**



Sudbury Valley School Press

Sudbury Valley School Experience

Clive Harber



Sudbury Valley School Experience:

The Sudbury Valley School Experience, 1992 **Legacy of Trust** Daniel Greenberg, Mimsy Sadofsky, 1992 *Starting a Sudbury School* Daniel Greenberg, Mimsy Sadofsky, 1998

The Sudbury Valley School in Framingham Massachusetts is a nontraditional private school founded in 1968 based on the idea that a child is a person worthy of full respect as a human being. It aimed to create a nurturing environment in which the children themselves choose what they wish to do and schedule their time. This book is a guide summarizing the various steps necessary to found a Sudbury school based on interviews and information gathered from 14 schools and groups throughout the United States. The first four chapters cover what kind of folks are founders, what makes them interested, how founder groups get formed, and characteristics important within the founders group. The chapter on concrete steps to be taken includes understanding the philosophy, formalization of status, satisfying the appropriate educational authorities, money matters, site selection, and promotion. The next seven chapters address demographics, staffing a Sudbury school, where students come from, the nitty gritty of staffing a school, developing a culture, and keeping the school going. Classic errors and factors enabling success are also discussed. Appendix 1 is a note from a founder who failed. Appendix 2 is a narrative history of a school that survived its first 4 years. Appendix 3 is another narrative of a school that is still going after 5 years. Appendix 4, entitled "Revolution or Reform," presents thoughts on the character, strategy, and destiny of the original Sudbury Valley School. TD

And Now For Something Completely Different Sudbury Valley School Press, 1994 The Sudbury Valley School Experience Daniel Greenberg, 1985 *Free to Learn* Peter Gray, 2013-03-05

A leading expert in childhood development makes the case for why self-directed learning, unschooling, is the best way to get kids to learn. All kids love learning. Most don't love school. That's a disconnect we've avoided discussing until this lightning bolt of a book. If you've ever wondered why your curious kid is turning into a sullen slug at school, Peter Gray's *Free to Learn* has the answer. He also has the antidote. Lenore Skenazy, author of *Free Range Kids*. In *Free to Learn*, developmental psychologist Peter Gray argues that in order to foster children who will thrive in today's constantly changing world, we must entrust them to steer their own learning and development. Drawing on evidence from anthropology, psychology, and history, he demonstrates that free play is the primary means by which children learn to control their lives, solve problems, get along with peers, and become emotionally resilient. A brave counterintuitive proposal for freeing our children from the shackles of the curiosity-killing institution we call school, *Free to Learn* suggests that it's time to stop asking what's wrong with our children and start asking what's wrong with the system. It shows how we can act both as parents and as members of society to improve children's lives and to promote their happiness and learning.

Where Have All the Flowers Gone? Alice Gerard, 2010-10-08

This book tells the stories of five private schools begun in the Northeastern US during the 1960s by idealistic believers in educational freedom. Two of the schools have closed, the other three are still open and flourishing. Although the schools are different, they share a belief in the individuality of each child and his or her unlimited potential. Their

stories are still relevant today **Schools for Growth** Lois Holzman, 2016-05-06 A passionate deconstruction and reconstruction of learning development and schooling that urges teachers to explore and create new educational opportunities for themselves and their students Schools for Growth Radical Alternatives to Current Educational Models asks the following questions Can we create ways for people to learn the kinds of things that are necessary for functional adaptation without stifling their capacity to continuously create their growth Can schools become environments that support children to perform not only as learners but as developers of their lives This book challenges educators to look at the deeply rooted assumptions about schooling learning and development and urges that the way psychology and education have constructed our conceptions of what it means to teach to learn and to grow may be the most serious impediment to the learning and developing of children Beyond the criticism the author presents an original methodological reformation of what learning and development are as relational activities and then takes readers on a visit to three radical independent school settings Arguing that current educational models have been misguided by scientific psychology the author states that the dominant model of human development actually hinders development Moreover as learning theory has become infused with developmental theory over the past 30 years the overly cognitive manner in which psychologists have come to think about thinking learning and development has become further insinuated into education Both theories learning and developmental fail to recognize the human capacity for relational revolutionary activity and for performance The prevalent mode of education acquisitional learning is grounded in a world view that gives primacy to knowledge and knowing which Holzman believes is inconsistent with ongoing developmental activity The author focuses on developmental learning a social constructionist activity theoretic conception of development which includes a transformation and synthesis of Vygotsky and philosopher Ludwig Wittgenstein She also discusses educational projects that are self conscious attempts to break with key elements of modern epistemology and the dominant psychological paradigm as they are perpetrated in contemporary educational theory and practice Their specific philosophies and practices highlight important methodological issues raised in the attempt to create postmodern schools schools more concerned with growing than knowing *The Sudbury Valley School Experience* ,1987 *Reflections on the Sudbury School Concept* Mimsy Sadofsky, Daniel Greenberg, 1999 Resources in Education ,1998 **Turning Learning Right Side Up** Russell L. Ackoff, Daniel Greenberg, 2008-06-03 In the age of the Internet we educate people much as we did during the Industrial Revolution We educate them for a world that no longer exists instilling values antithetical to those of a free 21st century democracy Worst of all too many schools extinguish the very creativity and joy they ought to nourish In *Turning Learning Right Side Up* legendary systems scientist Dr Russell Ackoff and in the trenches education innovator Daniel Greenberg offer a radically new path forward In the year s most provocative conversation they take on the very deepest questions about education What should be its true purpose Do classrooms make sense anymore What should individuals contribute to their own education Are yesterday s distinctions between subjects and

between the arts and sciences still meaningful What would the ideal lifelong education look like at K 12 in universities in the workplace and beyond Ackoff and Greenberg each have experience making radical change work successfully Here they combine deep idealism with a relentless focus on the real world and arrive at solutions that are profoundly sensible and powerfully compelling Why today s educational system fails and why superficial reforms won t help The questions politicians won t ask and the answers they don t want to hear How do people learn and why do they choose to learn Creating schools that reflect what we know about learning In a 21st century democracy what values must we nurture and why aren t we nurturing them How can tomorrow s ideal schools be operated and funded A plan that cuts through political gridlock and can actually work Beyond schools building a society of passionate lifelong learners Learning from childhood to college to workplace through retirement Reinventing Learning for the Next Century How We Can and Why We Must An extraordinary conversation about the very deepest questions Today what is education for Where should it take place How When What is the ideal school The ideal lifelong learning experience Who should be in charge of education And who pays for it all Over the past 150 years virtually everything has changed except education Schools were designed as factories to train factory workers The factories are gone but the schools haven t changed It s time for us to return to first principles or formulate new first principles and reimagine education from the ground up In Turning Learning Right Side Up two of this generation s most provocative thinkers and practical doers have done just that They draw on the latest scientific research the most enduring human wisdom and their unique lifelong personal experiences transforming institutions that resist change And along the way they offer a powerful blueprint for a thriving society of passionate lifelong learners

Education in America Daniel Greenberg,1992 **Skole** ,1998 Free at Last Daniel Greenberg,1991 **Merrill-Palmer Quarterly** ,1997 Almanac of Education Choices Jerry Mintz,1995 **The View from Inside** Michael Greenberg,2002 Essays on the school by a former student and co founder of Chicago Sudbury School **For All the Wrong Reasons** Mary K. Novello,1998 All the Wrong Reasons reveals the historical political and philosophical route which has formed today s government school system and argues for separating education from the state It explains that the establishment of government schools grew out of nationalistic movements which took place in western culture during the nineteenth century due to the desire for freedom The author discusses the major influences on the development of contemporary education including progressivist educational innovators such as John Dewey Bronson Alcott Leo Tolstoy Friedrich Froebel and Johann Pestalozzi as well as their predecessors in romantic philosophy Georg W F Hegel and Jean Jacques Rousseau She examines the collectivist philosophy rooted in Marxism present in the educational system and how these philosophies promoted self absorption and self revelation which have led to a coercive and monopolistic government school system **Developing Democratic Education** Clive Harber,1995 A vital reading for an understanding of the emerging debates regarding education in post modernist times

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