

## PERSONAL DEVELOPMENT: A STATEMENT

W. Enloe 3-8-2020.

[www.walterenloe.com](http://www.walterenloe.com)

### **Roles:**

Elder Citizen: Teacher, Artisan, Healer, Visionary, Warrior (Arrien)

### **2020 Work Foci/mission :**

Family; Adult Development; Peace Culture Literacy;

EdVisions/Education Evolving

### **I. NEXT STEPS 2020- 2021 CLEAR VISION**

**TO CREATE & SUSTAIN CULTURES OF PEACE AND NONVIOLENCE FOR THE CHILDREN OF THE WORLD in communities and schools:** *Blessed are the peacemakers for they shall be called the children of God. Matthew 5:9, King James Bible*

*\*By peace we mean the capacity to transform conflicts with empathy, without violence, and creativity—a never ending process. Johan Galtung*

*\*I refuse to accept the view that mankind is so tragically bound to the starless midnight of racism and war that the bright daylight of peace and brotherhood can never become a reality. I believe that unarmed truth and unconditional love will have the final word. Martin Luther King Jr.*

*\*A culture of peace and nonviolence values love, compassion, and justice. It rejects violence as a means of solving human problems and embraces communication, collaborative decision-making and peaceful conflict resolution. It ensures freedom, security, equitable relationships, and a sustainable Earth & her eco-systems. It promotes mutual respect and reciprocity, inner peace and personal transformation. W. Enloe*

**2020. 2020-2021 Clear Vision: partnerships with PEAC., ICAN, Peace Literacy Institute & Peace Culture Literacy Project;**

[www.birdsofpeaceproject.org](http://www.birdsofpeaceproject.org); Birds of Peace; Peace Culture Village, & Jimmy Carter Civic Center, Hiroshima.

## PEACE EDUCATION: 1980-2020

**1980.** (1980-1988) Principal, Teacher Hiroshima International School; Utilize school to contribute to City's Vision as "International City of Peace and Culture"; establish HIS as a quasi-non-profit foundation; publish English language monthly (600+ copies mo.) Hiroshima Signpost; publish Hiroshima: A Guide for Foreign Residents

**1981.** February 25, International School attends the peace ceremony with Pope John Paul II; students meet with Cardinal Carsoli, Secretary State of Vatican, who asks, "What do you do for peace?" "How are you each a peacemaker?" \*\*\*

**1981. 1981-1988.** Join annual May Day Festival; establish sister schools urban and rural; join Peace-Love Festival; Peace Walk For Generations; Peace Jazz Festival; Lions Clubs International Exchange; YMCA Board of Advisors; co-edit HIROSHIMA for 1st World Congress, Mayors for Peace

**1985.** 1985. October, organize the 1000 Crane Club (publish English booklet), & launch Hiroshima Center For Global Education & Conflict Resolution (local, national, international publications 1985-- )

**1985.** Non-profit educational foundation, Hiroshima International School, established; \$10 million secured; new facility built; new programs established; accreditation attained.

**1986.** 1986 article on 1000 Crane Club, UNESCO Courier (32 languages); 1000 Crane Booklet in English, Japanese, Russian, Spanish, Persian, Malayalam, Tamil Nadu, etc. 1986-1988; distribute 4000+ over 3 years; join BOD, World Friendship Center, Hiroshima;

**1988.** Publish 20+ articles through Barnens Varld (Sweden) for Scandinavian, European newspapers, magazines on Hiroshima & 1000 Cranes; advisor for Friends World College

**1988.** August 6, Atomic Bomb Annual Peace Ceremony, Peace Park; distributed by World Public Radio (Australia) announcer and commentator

**1990.** Global Education, Peace Initiatives, University of Minnesota; Project CREATE , ESR “How is learning to fold a paper crane like becoming a peacemaker?”; 1st Nobel Peace Prize Forum presentations (1990-2003)

**1995.** Governor’s Proclamation: Time of Dove, Minnesota, 1995 (publish calendar of events); ‘Summer of Significance’ University Minnesota; founding Minnesota Alliance Peacemakers; Concordia Language Villages Peace Program; World Citizen Board, “Peace Sites;” Japan American Society Minnesota; St. Paul Nagasaki Sister City Board & Commemoration at St. Catherine’s University

**1996. 2000.** Young Author’s Conference Minnesota, “Birds of Peace” daily keynote for week (with 7,000 books distributed to students; 500 teacher books)

**1997. 2007.** International Peace Site program, World Citizen (member Board Directors); dedications of Robbinsdale Schools, St. Paul Schools, Concordia Language Villages, et.al

**1998-2003.** Oasis of Peace (1998), Encounters With Hiroshima (1998), Lessons From Ground Zero (2002), Nagasaki Spirits, Hiroshima Voices (2003)

**2000. Year/ 2001-2010 Decade** “To Create a Culture of Peace and Nonviolence for the Children of The World” (UN Declaration). *In the mid-1990s Pierre Marchand, founder of the children’s advocacy group Partage, and a French member of the International Fellowship of Reconciliation (IFOR) had an idea for peace-making. Influenced by Gandhi’s nonviolent resistance and direct action, Thich Nhat Hahn’s emphasis on teaching children nonviolence in schools, and Marie Pierre Bovy of the Community of the Ark, and President of IFOR who argued for a “Year of Nonviolence,” Marchand visited Ireland with Nobel Prize laureate Mairead Corrigan-Mcguire who agreed to lead a Nobel Prize laureate initiative, “Campaign for a Decade of Nonviolence.” Writing the text of the Campaign Appeal at a Children’s Village in India (SOS orphanage organization), he committed himself to visiting every living Nobel Peace Prize laureate to sign the United Nations declaration To Create a Year (2000) and Decade (2001-2010): Decade to Create a*

*Culture of Peace and Nonviolence for The Children of The World* see(Appeal of the Nobel Peace Prize Laureates, [www.burmaillibrary.org](http://www.burmaillibrary.org)).

**2001. 9-11, 2001 my mother Kitty's 74<sup>th</sup> birthday**

**2001-2005.** Charles Schulz Memorial Peanut Character Statue sculptures, St. Paul City ("Lucy and The Paper Cranes" sculpture Hamline University Campus)

**2005-2018.** Tertium Quid Press: "chap-books," "print books" on Hiroshima, Peace education (20+ texts) including *Living With The Bomb at Ground Zero*, *Touching Ground Zero*, *Peace Trees*, *The Last Private: Papa's Coming Back To You*, *Letting Go: Breaking the Fall*,

**2006.** Spirit of Peace Statue (1000 Cranes), dedicated October 2006, Lyndale Peace Garden, Minneapolis Parks

**2007.** Partner with childhood friend Steve Leeper, Director of Hiroshima Peace Culture Foundation and Mayors for Peace 2020 Vision Campaign

**2010-2019.** (2011-2020) 2020 Clear Vision: To Create Cultures of Peace And Nonviolence for the Children of The World ( personal rededication & personal quest)

**2015.** From War to Reconciliation: 70 Years of Peace Between Us, St. Paul Nagasaki Sister City Commemoration year events; Hiroshima Peace Culture Village & Jimmy Carter Civic Center, Miyoshi City, Hiroshima Prefecture

**2019.** Join [www.peacecrameproject.org](http://www.peacecrameproject.org) (Armed With the Arts, Inc.) and Peace literacy program, Nuclear Age Peace Foundation

**2015-2020 .** Art Exhibits including Papa's Coming Home: End of War; (see website); Black Rain; Yaguchi's Dream

## **II. Walter Enloe engagement with School Reform, School Change Charter Schools. 1988-2020**

**1988** University Minnesota Global Education Center, Senior Fellow  
Global Education, Asst. Professor Professional Practice

**1989** Center for Applied Research and Educational Improvement,  
Co-Director, 1988-1994. National Model School Project in Global  
Education, American Forum, Wilard Kniep & John Goodlad, rural  
communities Redwood Falls, Brainerd, Laporte

Co-Director, CREATE: community building, conflict resolution,  
Minnesota Educators for Social Responsibility, Metro ECSU 1990-1996

University Liaison, The Basic School Reform Project, Ernest Boyer, pilot  
school, Downtown Open School, Carnegie Foundation for The  
Advancement of Teaching, 1990-1995

Partner, Center for Democracy and Citizenship, Harry Boyte, Humphrey  
Center for Public Affairs, 1993-, active citizenship in schools

Asst. Director, Director Outreach, Institute of International Studies,  
development of international magnet high schools, 1993-1995

1994-2020

Assistant Professor, Hamline University 1994-1995

Co-Director, Center Global Environmental Education Center

Lead Professor: MAED Learning Community project 1994-

Lead Professor: EDD Learning Community Professor 1998-

Gordon B. Sanders Endowed Chair Education 2011-2017

Professor Emeritus 2019

1997-2007 Member, Hamline University Charter School Sponsor  
Committee" Urban Academy, New City, Great River, Hutchinson, Avalon

1998 Begin working with Joe Graba, Dean, Dan Loritz, Center for Policy  
Studies, join Citizens League

1998 Begin consultations, Senior Consultant, SchoolStart w/ Jon Bacal

1999 Establish Twin Cities Academy, Active Citizenship School  
(using work of Harry Boyte & Michael Hartoonian)

2000 Join Teachers As Owners writing group (Dirkswager, Kolderie)(2002)

2001. Establish Avalon School, school consultant 2001-2004;  
Student, faculty advisor 2001-2020

2002/3- 2020 EdVisions Cooperative, EdVisions Inc. member,  
consultant, Board Member, critical friend, The Coolest School in America(2006) co-editor

### **III. Self-Report. EDVISIONS DESIGN ESSENTIALS (Adolescent/Adult School Development)**

Ted Kolderie, Star Tribune, January 31, 2020

*“Taken seriously, “Children First” calls into question the essence of the status quo in public education- which is that schools deliver education; that improving learning is something adults do by fixing school, and that students adapt to the schooling adults create.*

*The idea of beginning the other way around- with schools adapting to what students want and need, seeing the student as a co-worker on the job of learning- implies radical change for those running schools. It means:*

- 1. Giving students an authentic voice*
- 2. Making motivation a priority*
- 3. Personalizing learning, dropping age-grading*
- 4. Broadening the concept of achievement beyond reading and math*
- 5. Enlarging teacher’s professional role*

## *6. Treating adolescents as adults*

### **The EDEssentials Consist of Four Major Components**

([www.edvisions.org](http://www.edvisions.org));

1. Authentic Learning Community
2. Personalized Learning Through Self-Directed Project-Based Learning
3. Authentic Assessment
4. Teacher Ownership/ Democratic Governance

**## WE's Professional Contributions to EdVisions 2000-2020:  
consultant, Coop member, Cooperative Treasurer, Board member  
(Treasurer, Vice Chair)**

### **TEACHER LEADER**

#### **Current Book Project: chapters**

- 1\* Self- Directed Learning in Community 1967-1971 (draft) 1971-1980 (outline)
- 2\* Paideia- The Conscious Pursuit of an Ideal (1971-1980)
- 3\* The Development of Hiroshima International School: The Influence of Jean Piaget, Schools, University Chicago, Fall 2019 (1980-1988) published
- 4\* Global Education and Rural Minnesota (1988-1995) (draft)
- 5\* The Basic School (1990-1995) (outline)
- 6\* A New Citizenship and The Active Citizens School (1993-2001) (draft)
- 7\* Adult Development: Learning Communities (1994-2014) (partial manuscript)
- 8\* EdEvolving: EdVisions (1995-2020), Avalon 2001-2020

## Professional Projects 1998-

- \* National Models Schools Project Global Education, University Minnesota, Wilard Kneip, John Goodlad; director rural component: Redwood Falls, Brainerd, Laporte (1988-1992)
- \* The Basic School, Ernest Boyer, Carnegie Foundation for Advancement of Teaching; university liaison, Downtown Open School, Minneapolis 1990-1995
- \*Center Democracy & Citizenship, UM Humphrey School of Public Affairs, w/ H. Boyte: Civic Declaration: Call for a New Citizenship (1995); Reinventing Citizenship: The Practice of Public Work (1995) Making The Rules (1994), Public Achievement & Project Public Life (1993-1995)
- \*Hamline University MAED Learning Community program (Teacher Leader)1994-2014
- \* Hamline EDD Learning Community program (Teacher, Researcher, Scholar, Leader)1998-2019
- \*Learning Circles, Corwin Press (1998)
- \*Twin Cities Academy founded 1998
- Avalon School , founded 2001
- \*Teacher as Owners, Dirkswager (ed) (2002)
- \*Coolest School in America, Thomas, Enloe, Newell (eds)(2006)
- \*Avalon School (e-book avalonschool.org)(2013)
- \*Inside Avalon School, Tertium Quid Press (2014)
- \*Living Democracy Daily: Service Learning & Active Citizenship in Strait, Limas, Future of Service Learning, Stylus (2009)
- \*Newell & Enloe, In Charge of Learning, Educational Leadership, vol. 66. No.1 (2008)
- \*Wurdinger, Enloe, Cultivating Life Skills in a Project Based Charter School, Journal of Improving Schools, vol.14 no. 1 (2011)
- Empowering All Students in A Learning Community: Avalon in
- \*Wurdinger, Empowering Our Students for The Future, Rowman Littlefield (2019)



\*Wurdinger/ Enloe (eds) Transforming Organizations: Leading The Way in Educational Reform (2020-21)

### **AUTHENTIC ASSESSMENT**

Learning Circles, Collay, Dunlap, Enloe (1998)

### **PROJECT BASED LEARNING**

The Thousand Crane Club 1985, 1986, 1988

Linking Through Diversity (1993)

Creating Context(1996)

Oasis of Peace(1998)

20 texts (e.g., see Touching Ground Zero, 2018) @amazon.com

### **ADULT PERSONALIZATION**

Learning Circles (**1998**)

Transformational Personal Learning Practices , Rippe (2019)

### **ACTION RESEARCH**

Learning Circles (1998)

### **STUDENT/STAFF OWNERSHIP**

Learning Circles (1998)

Avalon School opened 2001

Avalon School(2013, 2014)

Coollest School America(2006)

Transforming Organizations(2020)

## **IV. Current Professional/ Personal Projects**

1. Peace Literacy/Culture program, current
2. 2020 Clear Vision
3. Kamishibai Man
4. Transforming Organizations w/ Scott Wurdinger (contract with Rowman & Littlefield) 2021