

Regenerative Education II

Educational Foundations and Applied Regeneration Learning

Regenerative Education II is a seven-day residential course exploring the educational theories, developmental frameworks, learning systems, and applied teaching practices that support regeneration education for the 22nd century. Building on the experiential foundations of Regenerative Education I, the course investigates how human learning evolved through direct participation in ecological, social, and multigenerational systems, and how these capacities can be reconnected within contemporary education, mentorship, and community learning environments.

Across the seven days, participants explore seven interconnected educational foundations cognitively, experientially, and collaboratively through field practice, dialogue, systems mapping, curriculum design, ecological immersion, mentorship structures, and narrative inquiry.

Day 1

Biologically Primary and Secondary Learning

Participants explore evolutionary perspectives on learning and the distinction between biologically primary learning systems, such as language acquisition, observation, cooperation, tracking, storytelling, movement, and social participation, and biologically secondary learning systems, including abstract symbolic systems such as mathematics, writing, formal science, and institutional schooling.

The day investigates how contemporary education often separates abstract learning from embodied and experiential foundations, and how reconnecting primary and secondary learning processes can strengthen understanding, engagement, attention, memory, creativity, and long-term competence.

Experiential practices include observational exercises, movement-based learning, cooperative tasks, sensory awareness, and reflective mapping of participants' own educational experiences.

Day 2

Experiential and Narrative Learning Paths

Participants explore the two interconnected learning paths guiding the Connect and Thrive framework.

The experiential learning path develops direct ecological observation, movement, tracking, mapping, cooperation, sensory awareness, mentorship, and practical participation within living systems.

The narrative learning path explores symbolic meaning-making, systems understanding, the River System of Human Time, regenerative transitions, identity narratives, and long-term cultural continuity.

Participants investigate how combining these pathways supports deeper learning integration, interdisciplinary understanding, emotional grounding, and systems awareness.

Practices include storytelling, ecological wandering, dialogue circles, landscape interpretation, reflective journaling, and narrative mapping.

Day 3

Sternberg's Successful Intelligence Theory and the WICS Model

Participants examine Robert Sternberg's theories of successful intelligence and the WICS model: Wisdom, Intelligence, Creativity, and Synthesized knowledge.

The course explores how contemporary education often overemphasizes analytical performance while underdeveloping creative, practical, ecological, cooperative, and wisdom-based capacities.

Participants investigate how successful intelligence emerges through balancing analytical reasoning, experiential adaptation, creativity, ethical reflection, systems understanding, and long-term thinking.

Experiential activities include collaborative problem-solving, ecological scenario work, group inquiry, practical adaptation exercises, and reflective discussions exploring wisdom and responsibility within regeneration transitions.

Day 4

The Three Learning Maps

Participants develop and work across three interconnected maps central to the framework:

- the physical ecological map
- the conceptual systems map
- the personal narrative and identity map

The ecological map strengthens spatial awareness, ecological literacy, observation, and relationship with landscape.

The conceptual map organizes systems thinking, interdisciplinary learning, and relationships between ecological, social, economic, and knowledge systems.

The personal narrative map explores identity, life experience, contribution, meaning-making, and long-term participation within communities and living systems.

Participants engage bird's-eye-view mapping, systems mapping, reflective inquiry, movement through landscapes, and collaborative interpretation.

Day 5

The Seven Direction Compass

Participants explore the Seven Direction Compass as a developmental and educational framework integrating ecological awareness, cooperation, inquiry, reflection, mentorship, synthesis, movement, and participation within living systems.

The compass functions as both an experiential orientation system and a broader framework for organizing learning, identity, community participation, and long-term development.

Participants engage practices connected to each direction through movement, elemental immersions, dialogue, observation, cooperative tasks, solo reflection, and systems inquiry.

The day explores how the compass can function across classrooms, communities, mentorship systems, and experiential education programs.

Day 6

Youth Curricula, Ages 0–12

Participants investigate developmental learning practices for younger children grounded in experiential education, movement, ecological awareness, sensory engagement, storytelling, mentorship, play, observation, cooperative participation, and place-based inquiry.

The course explores how foundational learning capacities develop through direct engagement with living systems, multigenerational participation, imagination, rhythm, and exploratory learning rather than primarily through abstraction and performance-based instruction.

Participants design and practice age-appropriate experiential learning activities integrating Nature Connection, Prosocial Connection, and Universal Connection across early childhood and elementary learning environments.

Day 7

Teen Curricula, Ages 13–18

Participants explore educational frameworks supporting adolescent development, identity formation, agency, mentorship, responsibility, systems thinking, ecological literacy, cooperation, and meaningful participation within community life.

The course examines adolescence as a critical developmental threshold involving social contribution, inquiry, experimentation, symbolic meaning-making, and the search for long-term orientation and belonging.

Participants develop experiential and interdisciplinary curricula integrating ecological observation, narrative inquiry, collaborative learning, mentorship, tracking, mapping, governance processes, and regeneration transition frameworks appropriate for secondary and alternative education environments.

The final day concludes with curriculum presentations, collaborative synthesis, reflective mapping, and the development of applied educational pathways for schools, communities, mentorship programs, and regeneration learning networks.