

# School-Community Coordination in Forming Teacher Teams

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# • UNISPACE III Resolutions

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- Priority thematic area: Management of natural resources, monitoring and protection of the environment
- Promote cooperation to develop programs in space science and technology for K-12 curricula.
- Promote cooperation in space applications between universities [esp. teacher colleges] and the community.

# Capacity Building Through Human Resource Development

- Teacher teams steeped in Earth and Space science are needed to write K-12 curricula and work with the community.
- Why teams? Teams sustain resolve and create learning communities
- Teacher cooperatives in Mondragon, Spain, and Minnesota, U.S.A. show the power of teacher teams.

# Teacher Teams Working with the Community

- Obviously, the scientific community, the business community, government
- Community includes the poor in slums
- The poor are undervalued but are human resource nonetheless
- Partnership between the poor and teacher teams can regenerate, monitor, and protect natural resources.

# Tree Farm Charter Schools as the Ideal Setting of This Partnership

- Recall UNISPACE III Priority Thematic Area: Manage Natural Resources
- Recall this workshop's theme of building capacity through HRD
- TFCS learning communities develop both human and natural resources by engaging the poor to protect the bio-diversity of rain forest and meet market demand for wood by planting tree farms.

# Training in GLOBE Protocols Shall Shape Teacher Teams

- Key to TFCS success shall be the strong bonds in teacher teams
- “Good dialogue” is basis of stable bonds of friendship and working relationships
- The protocols give them material to talk about that has relevance, academic rigor, and responsive to social needs

# Teamwork in Forming Learning Communities

- Integration of learning and livelihood
- Home Schooling for the whole family
- Content of lessons enhances capability for livelihood ventures

**FOR MORE INFO...**

List location or contact for competitive analysis (or other related documents) here

# Teamwork in Forming New Teams

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- **Generational links among teams to award credit and establish lines of responsibility**
- **Links to the team despite departure of individual teachers**
- **Structure of deferred compensation**

# Schedule of Development

- 2005-07 pre-service training in upper divisions of six teacher colleges
- Passage of proposed charter school legislation
- 2008-10 build TFCS, coordinated by PEACE Schools International

**FOR MORE INFO...**

List location or contact for detailed schedule (or other related documents) here

# • PEACE Schools International

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- A spin-off NGO of Gawad Kalinga (GK), Philippines. GK means 'giving care'
- GK is a 7-year-old NGO that builds villages for families now in slums
- In 2002 GK aimed to build 700,000 homes in 7,000 villages within 7 yrs
- GK Japan Village is one of them, so-called because funds come from donors working and living in Japan

# Applicability in Other Developing Countries

- The first TFCS shall add to the educational component of GK villages.
- The slums of Manila have their counterparts in the favelas of Rio.
- PEACE SI would be happy to work with teacher colleges anywhere to form teacher teams that will work with the poor

# Summary and Conclusions

- For the peaceful use of space that is relevant to all, teacher teams are needed to work with the poor as well as the scientific community.
- To overcome the challenges of remote locations, TFCS will need space technology: satellite communication, remote sensing, GPS, efficient solar panels, Landsat photos to monitor rain forests.