Sentipensante (Sensing/Thinking) Pedagogy: Educating for Wholeness, Social Justice and Liberation

by Laura Rendón

Core Question of Sentipensante Pedagogy:
What is the experience of creating a teaching and learning dream (pedagogic vision) based on wholeness and consonance, respecting the harmonious rhythm between the outer experience of intellectualism and rational analysis and the inner dimension of insight, emotion, and awareness?

The goals of sentipensante pedagogy:
- Wholeness
- Multiculturalism
- Contemplative practice
- Helping students to release limiting views about themselves
- Fostering high expectations
- Helping students to become social change agents

Reframing Education:
Rene Descartes (17th century philosopher)
“I think, therefore I am.”

Audre Lorde (1984)
“I feel, therefore I can be free.”

Relationship. Relationship. Relationship.

Ancestral ways of knowing were based on wholeness. For example: Mayan In Lak’ech, Chinese yin/yang, Vietnamese am and duong, Aztec Nehual te-Tehaul ne, African ubuntu, Hindu Namaste and Tewa Kwee-wa seng-wa vi tuu.

Using our J.E.D.I. powers towards creating the whole student experience:

Justice – commitment to sustain life, maintain the rights of all people, and preserve nature and the harmony of our natural world (136)

Equity - It is has been said that “equity is the process; equality is the outcome,” given that equity—what is fair and just—may not, in the process of educating students, reflect strict equality—what is applied, allocated, or distributed equally.

Diversity – It means understanding that each individual is unique, and recognizing our individual differences, always keeping in mind some people are oppressed due to differences (e.g. gender, race, class, skin color, etc.).

Inclusion – No one gets left out, period. If it is hard, we figure it out.

Activity: Brainstorm Co-Curricular Activities in Your Area That Speak to...

Mind

Body

Spirit