Session One
Do It Yourself Redesign

Our Intention

Explore how context matters greatly in school redesign – determine how to develop an accurate and shared understanding with a plan for needs assessment that includes authentic student voice and community input.

Session Journey

Design Thinking and Liberatory Design

- Empathy Interviews
- Student Surveys
- Shadows
- Conversation Cafe/Charette
- Design Sessions

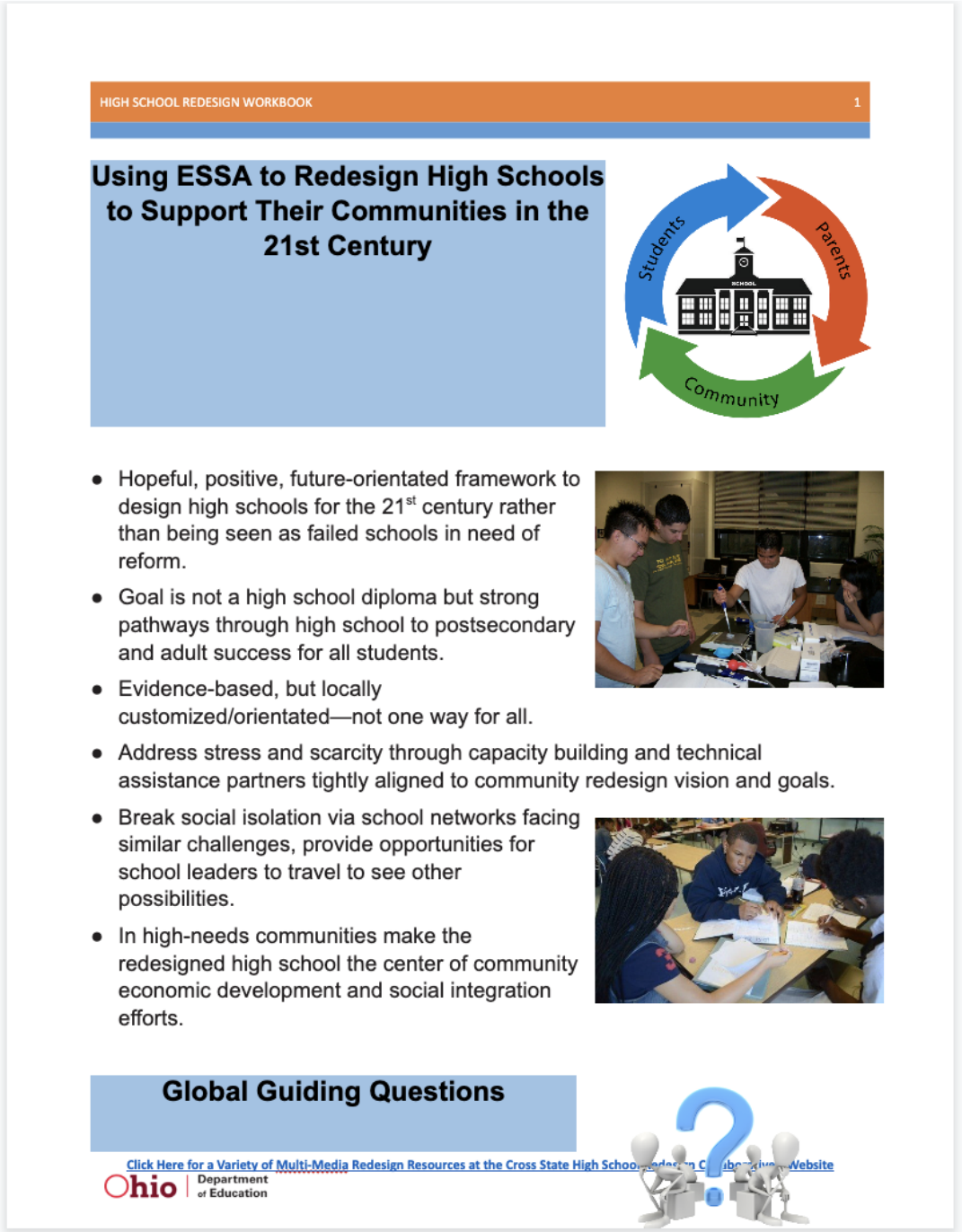
Timeline and Next Steps

- Convening Structures and Frequency
- Team Needs

Team Design Time

Optional Resource Guide

- Thought-Catcher
- Framing for Redesign Journey
- Teams use to whatever extent is helpful.



HIGH SCHOOL REDESIGN WORKBOOK 1

Using ESSA to Redesign High Schools to Support Their Communities in the 21st Century

- Hopeful, positive, future-orientated framework to design high schools for the 21st century rather than being seen as failed schools in need of reform.
- Goal is not a high school diploma but strong pathways through high school to postsecondary and adult success for all students.
- Evidence-based, but locally customized/orientated—not one way for all.
- Address stress and scarcity through capacity building and technical assistance partners tightly aligned to community redesign vision and goals.
- Break social isolation via school networks facing similar challenges, provide opportunities for school leaders to travel to see other possibilities.
- In high-needs communities make the redesigned high school the center of community economic development and social integration efforts.

Global Guiding Questions

Click Here for a Variety of Multi-Media Redesign Resources at the Cross State High School Redesign Collaborative Website

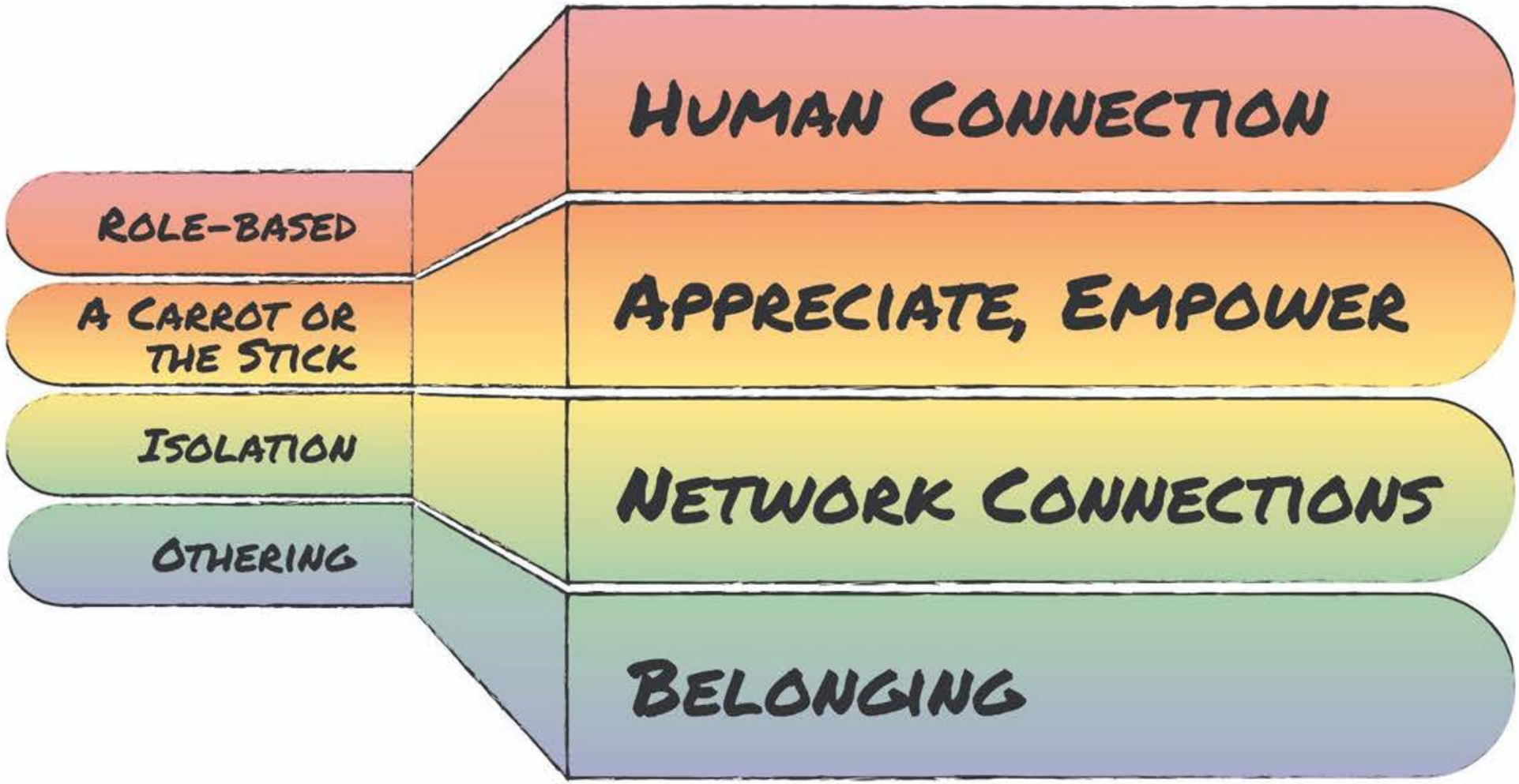
Ohio Department of Education

To Redesign Our High Schools, We Need to Examine Our Current Beliefs

- We need to understand that our existing high schools, in both obvious and subtle ways, shape and limit our thinking of what is possible. They provide our mental models of what teaching and learning look like, and how students, teachers, and administrators should act.
- For example, they lead us to believe that human interactions should be determined by roles, rather than relationships.

Relationships are the Superpower

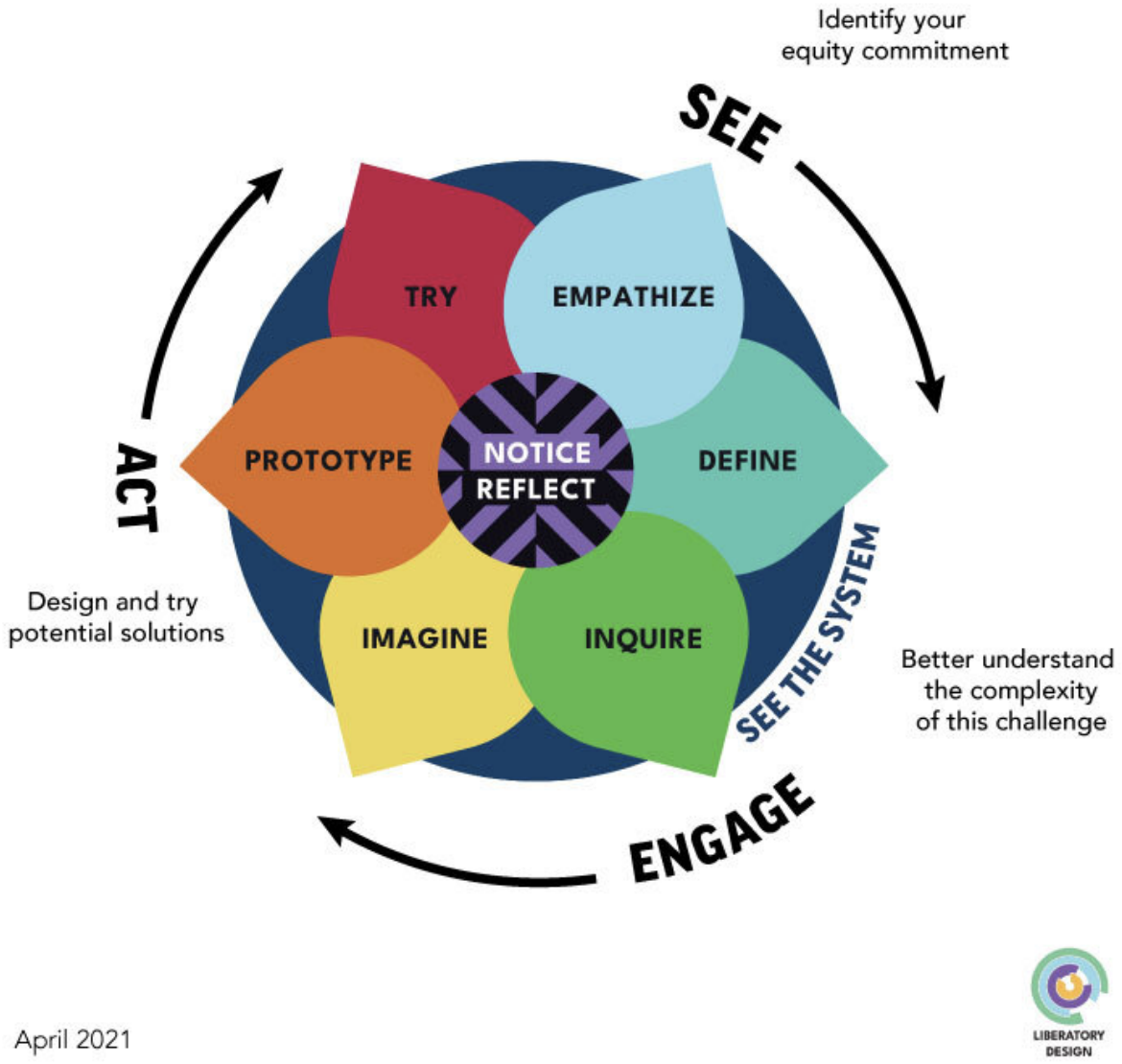
Shifting to Evidence-Based Mindsets



Getting Started

- Have a Deep Understanding of Your Context
- Know the Students Who Walk Through Your Door
- Seek Community Input
- Tools and strategies to help are available on the Cross State High School Collaborative website: http://www.hsredesign.org/
- Use Guiding Questions to Help Shape Your Redesign Plan

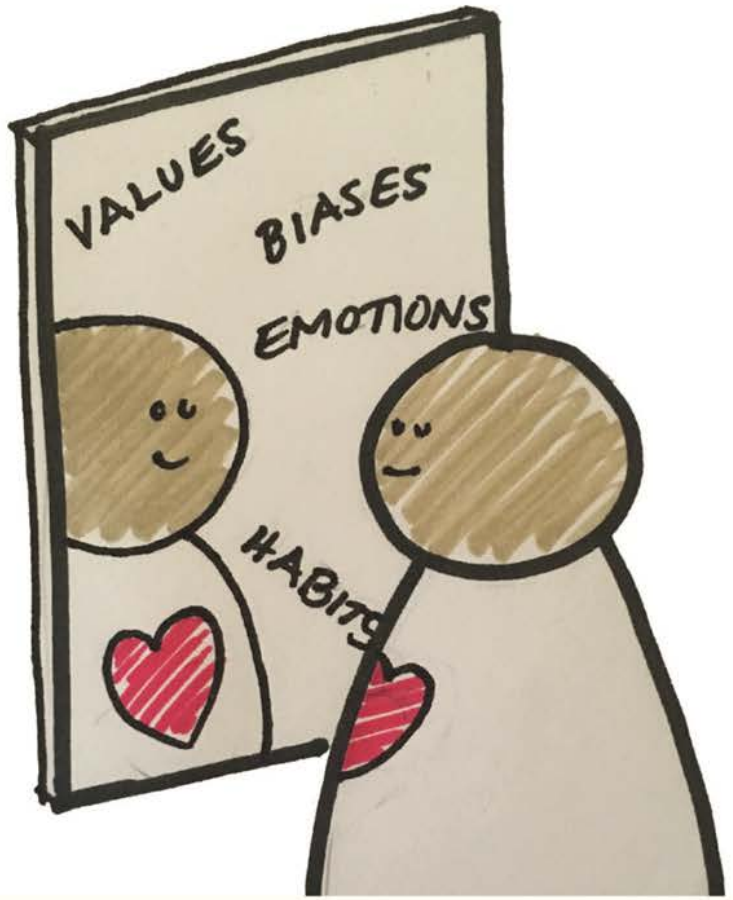
Liberatory Design for Equity Process



Designing for equity requires the meaningful participation of those impacted by inequity;

and

Mindsets are used to surface particular beliefs, values and stances to ground and focus design practice.



Practice Self-Awareness

We design from who we are. So we need a clear "mirror" to better see how who we are shapes what we see, how we relate, and how we design.

Practice Self-Awareness

Why?

Liberatory Design requires we minimize the harmful effects of our blind spots and maximize the potential for non-oppressive partnerships. Liberatory Design has the potential to change us to the extent we work with humility, curiosity and courage.

How

- Ask yourself, "How am I positioned (relative to privilege and/or oppression) in all aspects of my identities (e.g. race, class, gender, language)?"
- Ask yourself, "How might these identities impact people and our process?"
- Surface what you don't know. Ask yourself, "What is unfamiliar to me here?"
- Challenge your assumptions.
- Expand your equity consciousness by seeking out new information about privilege and oppression.

LEADING FOR EQUITY REQUIRES:

MIRROR
LOOKING IN

Insight into myself (beliefs, identity, lived experiences)

WINDOW
LOOKING OUT

Insight on our students and families, colleagues, schools, society…

NATIONAL EQUITY PROJECT

Build Relational Trust

Intentionally invest in relationships, especially across difference. Honor stories and listen for emotions.

Build Relational Trust

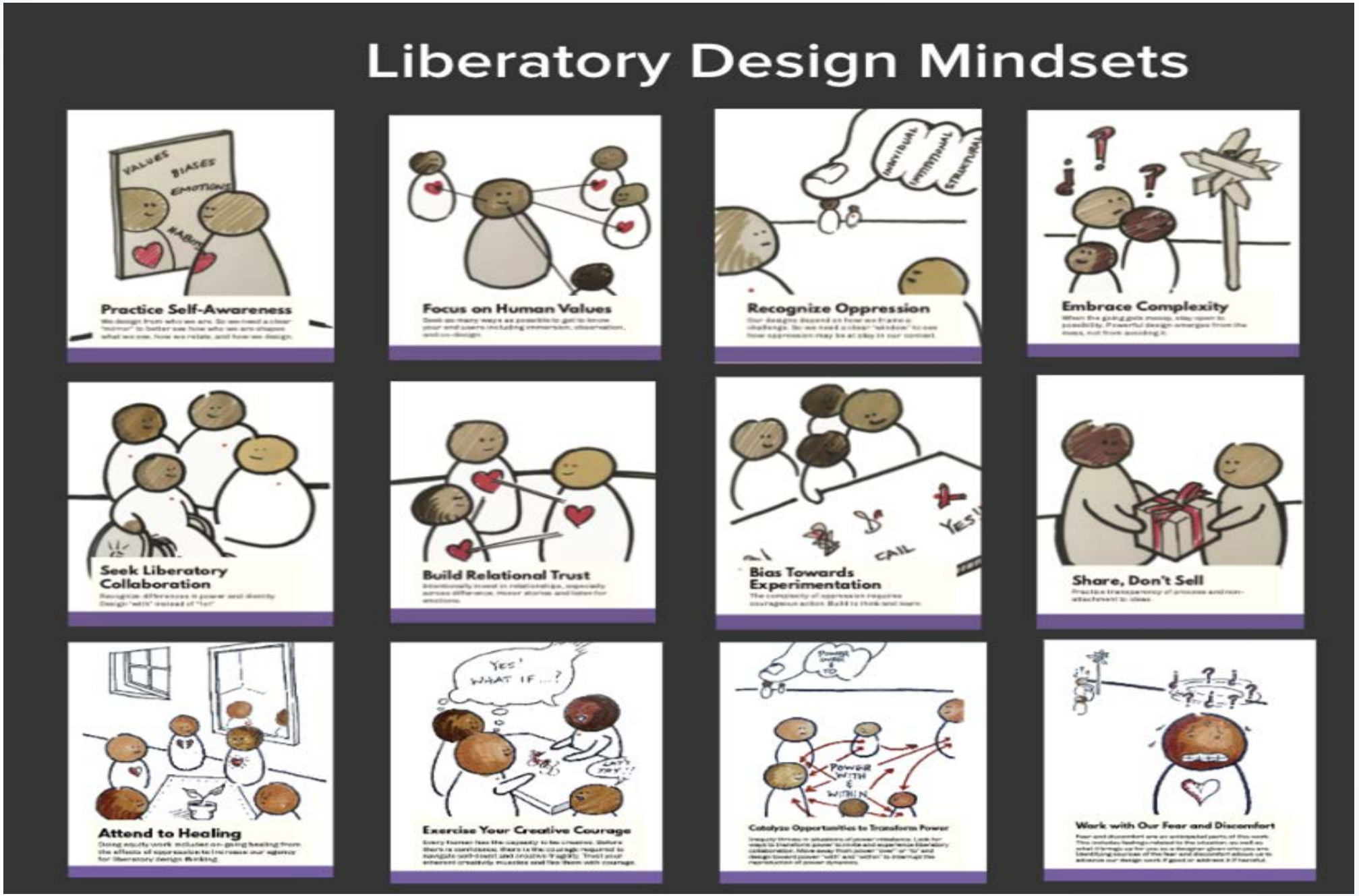
Why?

Relational trust is the glue in equity-centered design work. When working across difference on difficult challenges, teams must invest in developing emotional trust in order to authentically collaborate.

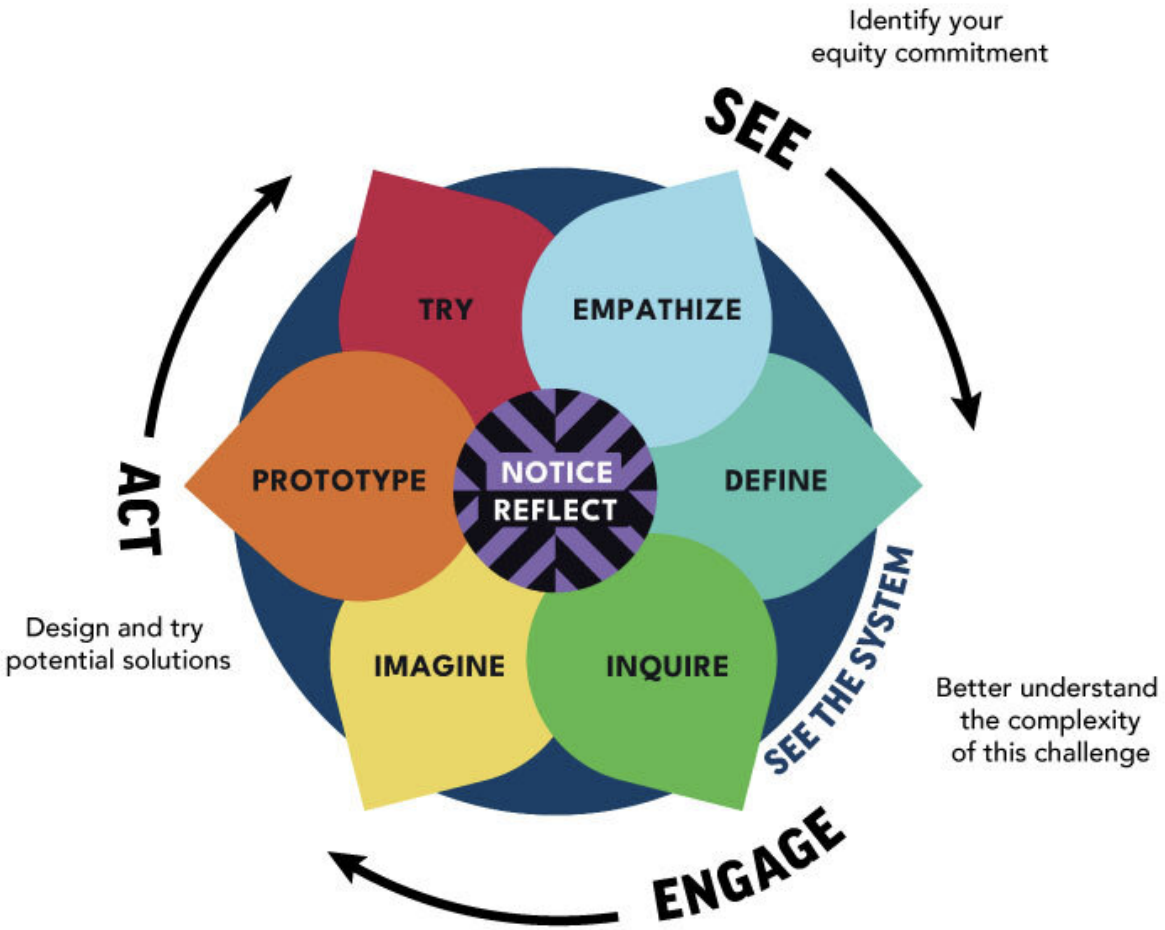
If we are comfortable identifying and processing emotions with our team, we create opportunities for healing and prevent distortion of our work.

How

- Enable personal connections through pair-shares (people share what matters to them).
- Make time and space for people to bring forward their fuller selves and identities.
- Emphasize the importance of non-judgmental listening.
- Hold space for community to reflect, express and process thoughts and emotions.
- Create culture that invites dialogue.


Liberatory Design Mindsets
Practice Self-Awareness
Focus on Human Values
Recognize Oppression
Embrace Complexity
Seek Liberatory Collaboration
Build Relational Trust
Bias Towards Experimentation
Share, Don't Sell
Attend to Healing
Exercise Your Creative Courage
Catalyze Opportunities to Transform Power
Work with Our Fear and Discomfort

Liberatory Design for Equity Process



April 2021

LIBERATORY DESIGN

empathize: what?

When you feel what the other person is feeling.
When you can mirror their expression, their opinions, and their hopes.

empathize: why?

to discover people's expressed and latent needs so that you can meet them through your design solutions.

empathize: how?

without judgment

with a beginner's eye

with curiosity

immerse

observe

engage

empathize: how?

1. seek stories

1. talk about feelings

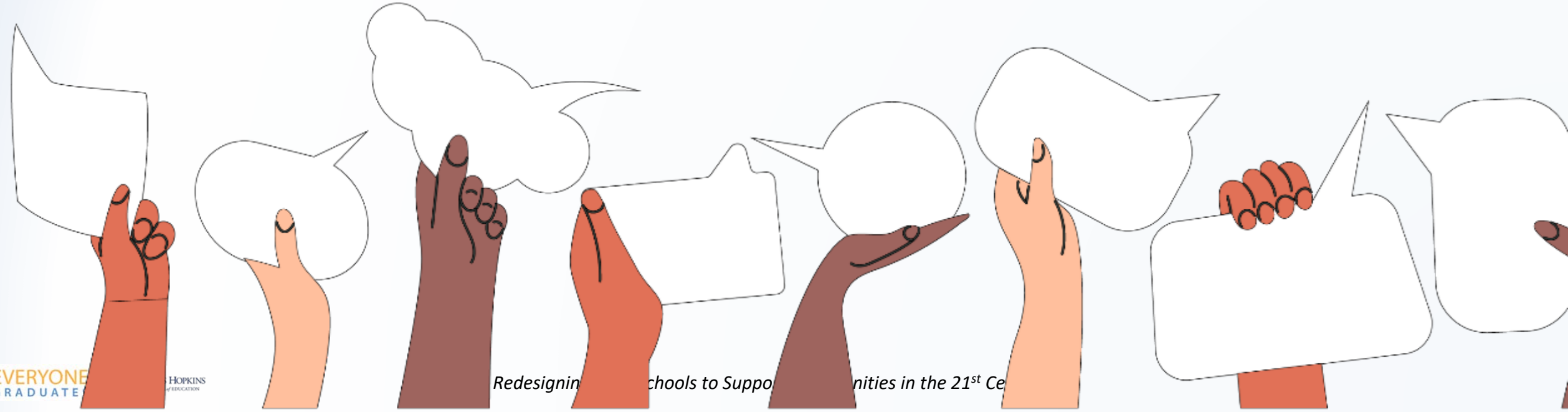
1. ask “why”

1. “Tell me about the last time you…”

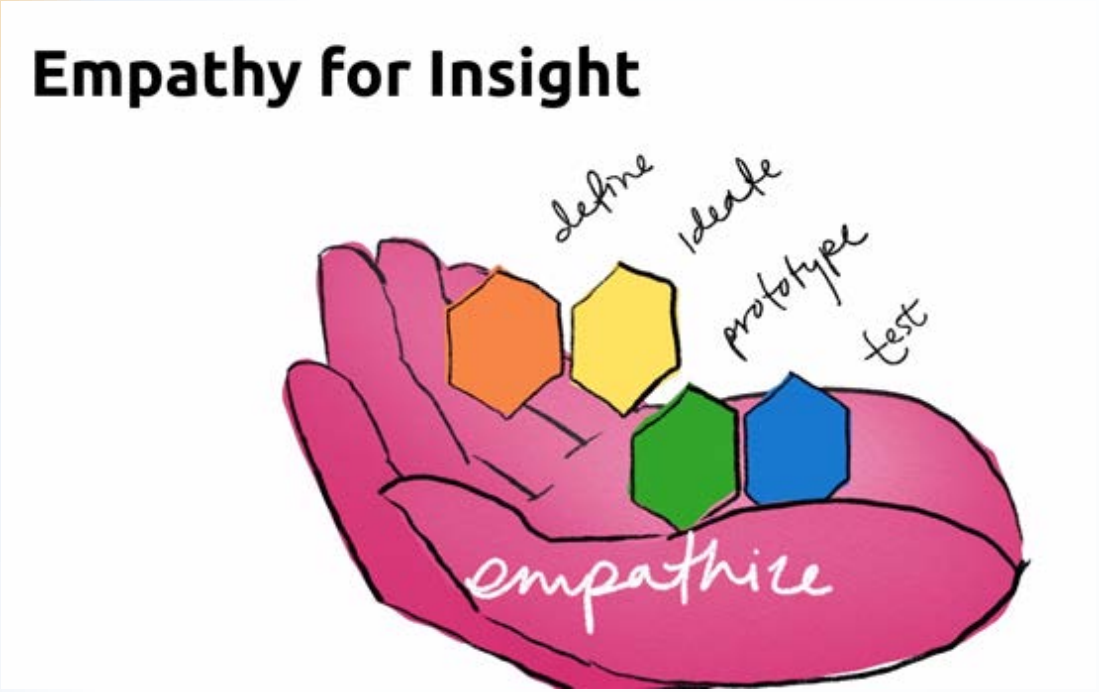
1. “What was the best…” “What was the worst…

1. “And why is that?” “Can you tell me more about that?”

Conducting Interviews with Students



Interviewing for Empathy



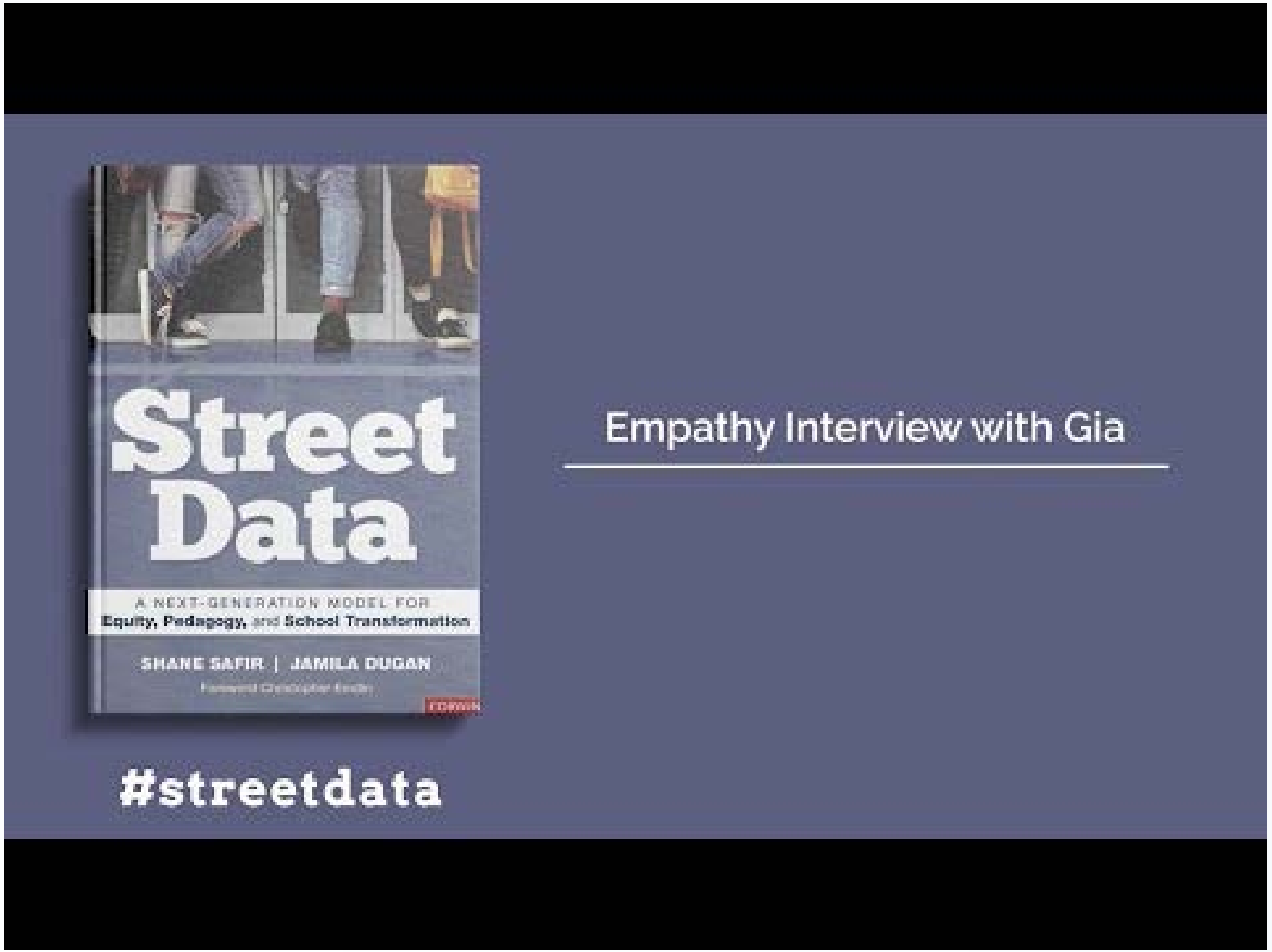
- Think about a day of school you would love to relive? Describe it…
- When have you felt like your skills and talents were needed and valued?
- Where is a place in school or an activity in school where you feel like you belong? Tell me about that…
- What parts of school would be ok to do without?

Intergenerational Interviews: Point of View

What do you enjoy most about being your current age?

From your experience what is a misperception others have about your generation?

What about school is challenging for your generation?


Street Data
A NEXT-GENERATION MODEL FOR
Equity, Pedagogy, and School Transformation
SHANE SAFIR | JAMILA DUGAN
#streetdata
Empathy Interview with Gia

Ask 'Em

- When might we ask students what is important and meaningful in their world?
- Whom might they like to help?
- How might areas of our curriculum allow for connections with our community?
- Opportunities exist in great abundance – time can be a perceived barrier.

Student Voice From Invisible to Invaluable

Redesigning, Reimagining School with Community Members' Contributions

How can we access the mutual intelligence and wisdom we need to create innovative paths forward for our high schools and the communities they serve?

Community Conversation Cafe: You're Invited!

Agreements and Steps

Agreements

- Suspend judgment as best you can
- Respect one another
- Seek to understand rather than persuade
- Invite and honor diverse opinions
- Speak what has personal heart and meaning
- Go for honesty & depth without going on & on & on

Steps

1. Use talking-object in rounds 1, 2 & 4
2. 1st and 2nd rounds speaking without interruption. Option to pass. People without the talking object are invited *to listen.*
3. 3rd round of lively conversation
4. 4th round to share "take-aways"
5. Gather insights as the whole group re-assembles

Peruvian folk-art finger puppet serving as talking object

Global Guiding Questions

How might we create a school where everyone wants to be?

- A school that is filled with joy? A school that is hopeful?

How might we come to a common understanding of our shared opportunities and challenges?

- How might we recognize our students as a community resource?

How might we best utilize the different strengths of adults and students in the school?

- How might we increase human resources in creative and innovative ways?
- How might we creatively involve our community in the process?

How might we create an environment where everyone feels a sense of belonging?

- How might we build on the relationship strengths of adults and students?

How will our school culture support redesign opportunities?

- Where will we build in time and places for continuous reflection?
- How will we embrace the conflict and ambiguity which is inherent in change?

How might we see our schools as engines of economic innovation?

Next Steps

- Engage in Empathy Interviews with Students and Teachers and Community
  - 5 Seniors - 5 Freshmen - Cross Section of Teachers
  - Bring Results to Next Team Session
- Host a Staff and Community Session with Guiding Questions on Previous Slide or Design Your Own
  - Bring Results to Next Team Session

Design Time

- With your team – determine how you share insights and gain student, staff and community input in your design plan.
- Who else might you want to join your team to help achieve our purpose?
- What additional perspectives might contribute valuable insights?
- Who might receive real benefit from being a part of the designing process?
- Consider what might be the right questions to ask?
- How might you create spaces to think and explore together?

Thank You, Be Well & Onward!