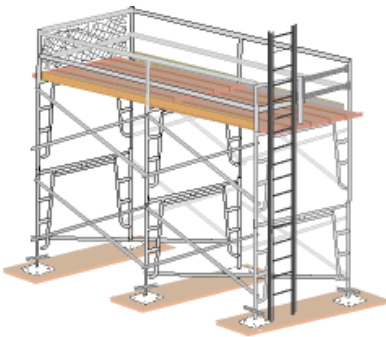


SETTING RENEWAL SESSION

*AN INITIATIVE SPONSORED BY THE
INSTITUTE FOR EDUCATIONAL INQUIRY*

*AND FUNDED BY THE
CARNEGIE CORPORATION OF NEW YORK*

CURRICULUM FOR ORIENTATION AND RENEWAL



SECTION 1

Curriculum Framework

Introduction to the Setting Renewal Sessions

The Setting Renewal Session (SRS) pilot was conducted in five National Network for Educational Renewal (NNER) settings in fall 2005. The pilot's purposes included providing an overview session on the four-part mission of NNER settings: access to knowledge for all, nurturing pedagogy, stewardship of our schools and universities, and enculturation of our young into the political and social democracy. The pilot was conducted in order to answer the need for renewal among long-term participants and to provide an introduction to the concepts for those new to NNER settings. Feedback from the participants, both those in the settings that hosted the SRSs and the visiting team members, was used in developing a curriculum for future use throughout the NNER.




This curriculum includes background information on the program, examples of agendas (including the sample agenda that was given to each setting to adapt to local needs and sample agendas from some of the participating settings), a variety of small group activities that can be used to facilitate the conversations, the recommended reading

material for a two-day session, examples of additional reading materials that address current issues and application of the NNER mission, resources that can be used to provide a context for conversations about the mission, and examples of options for facilitating the sessions. All material in the curriculum is intended for copying and adaptation by the settings. It is important to note that while each pilot session included conversation and activities on all four parts of the mission, the time and types of activities used to address each part of the mission varied. In addition, local agendas were grounded in the current context in which the settings work. This included legislation that related to the settings' work, specific school and university needs, and local planning.

Purpose

The purpose of the Setting Renewal Session (SRS) pilot was to support local NNER settings' efforts to provide leadership development programs to advance the NNER mission. Local renewal efforts must be ongoing in order to accommodate faculty and administration turnover in schools and universities. This pilot serves as one form of local leadership development to augment local leadership work. Settings continually broaden and deepen collaboration among the tripartite partners, and this pilot was intended to provide a set of readings and activities that introduce the Agenda for Education in a Democracy (AED) to those new to the work and provide review or renewal to those already engaged in the work.

Objectives

-  To increase understanding of the Agenda for Education in a Democracy.
-  To critique the curriculum planned for use by partnerships interested in learning more about the AED and for partnerships in the NNER desiring a review of the AED.
-  To prepare a cadre of people who can help carry out future study sessions.

This Curriculum for Orientation and Renewal at the NNER settings provides content and examples of activities to initiate conversation and deepen understanding of the AED in NNER settings and for those interested in becoming members.

The curriculum provides an overview only. It is not intended to substitute for the substantial learning and immersion in the AED that occurs in Leadership Associates Programs. Rather, it serves as an introduction to or review of the concepts. The readings, discussion questions, and menu of activities covered in this curriculum provide grounding in the NNER mission, the conditions necessary to advance the mission, and the strategies used to implement the mission.

Structure

Each Setting Renewal Session will consist of a two-day program held at the local setting. The sessions will be facilitated by a visiting team composed of an arts and sciences, college of education, and public school representative from NNER settings, and a senior associate from the IEI. The visiting team members will be volunteers from the group that developed the curriculum for setting renewal sessions.

Resources

Essential Reading

- Goodlad, John I., Corinne Mantle-Bromley, and Stephen John Goodlad. *Education for Everyone: Agenda for Education in a Democracy*. San Francisco: Jossey-Bass, 2004.
- *Developing Democratic Character in the Young*. Ed. Roger Soder, John I. Goodlad, and Timothy J. McMannon. San Francisco: Jossey-Bass, 2001.

Suggested Readings

Journals and Reports

- *Kappa Delta Pi Record*, Vol. 41, No. 1. Fall 2004.
- *American Democracy in an Age of Rising Inequality*. Report of the American Political Science Association Task Force on Inequality and American Democracy, 2004.

Available for download at <http://www.apsanet.org/Inequality/index.cfm>

Books

- Gatto, John Taylor. *Dumbing Us Down: The Hidden Curriculum of Compulsory Schooling*. 2nd Edition. Gabriola Island, BC: New Society Publishers, 2002.

- Katz, John. *Geeks*. New York: Villard. 2000. Rpt. New York: Random House.

Also available as an e-book. For information, see:

<http://www.randomhouse.com/catalog/display.pperl?0375505180> (United States)

<http://www.randomhouse.ca/catalog/display.pperl?0375505180> (Canada)

- Kotlowitz Alex. *There Are No Children Here: The Story of Two Boys Growing Up in the Other America*. New York: Random House, 1991. 1st Anchor Books Edition, 1992.
- Putnam, Robert. *Bowling Alone: The Collapse and Revival of American Community*. New York: Simon & Schuster, 2000.
- Tatum, Beverly. *Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations about Race*. New York: Basic Books, 1997.
- de Tocqueville, Alexis. *Democracy in America*. Trans. George Lawrence. Ed. J. P. Mayer. New York: HarperCollins, 2000.

PowerPoint Presentations from the Sessions

- *Policymaking/Advocacy: A Certain (Advanced?) Kind of Stewardship*: from Nicholas Michelli's work presented by Dennis Potthoff at BYU
- *Agenda for Education in a Democracy: Introduction and Overview with Goals for the SRS*
- *Agenda for Education in a Democracy: Introduction with Examples of Current Initiatives*
- *Equity and the Agenda*: from Wright State University's Setting Renewal Session presented by Leslie Wilson
- *Nurturing Pedagogy*: from Southern Maine Partnership

Video Resources

- *The First Year*. Dir. Davis Guggenheim. Videocassette. Teachers Documentary Project/California State University. 2001.

For more information, see: <http://www.pbs.org/firstyear/>

- *Être et avoir*. Dir. Nicolas Philibert. DVD. Tartan Video. 2003.

Available at most video rental stores. For a review of this documentary film, see: http://www.bbc.co.uk/films/2003/06/03/etre_et_avoir_2003_review.shtml

- *The Madeira Partnership – A Good Place to Learn*. Videocassette. Miami University Video Production. 2004.

For more information, contact Miami University School of Education and Allied Professions, Miami University, Oxford, OH.

People

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SECTION 2

Content: Setting the Agenda for the SRS

The SRS work is based on the following readings and related guiding questions. Questions can be modified to fit the setting needs. The agenda will be determined from the guiding questions.

Guiding Questions

The readings selected for the session build on the background knowledge of the participants by focusing on the four-part mission expressed in the Agenda for Education in a Democracy (AED) and related implementation issues. The readings should be associated with AED with a view to linking the broad concepts of democracy and the AED strategies for implementation in the settings.

Participants should be encouraged to note or mark passages that are especially helpful in their thinking about the questions that follow. Suggest that they also make notes of new ideas and questions raised by the reading selections. The purpose of the readings is to deepen participants' understanding of the issues in and possibilities for their work as they advance the Agenda for Education in a Democracy in their settings, with attention to specific issues and needs within the setting and its surround.

Reading

Goodlad, John I., Corinne Mantle-Bromley, and Stephen John Goodlad. *Education for Everyone: Agenda for Education in a Democracy*. San Francisco: Jossey-Bass, 2004.

Guiding Questions

Chapters 1, 2, 3

- ✚ What kind of society do we want?
- ✚ What is the role of school in constructing this society?
- ✚ What have been, what currently are, and what should be the primary purposes that our public schools serve?

Please mark two or three passages from Chapters 1 through 3 in *Education for Everyone* that you found meaningful as you thought about democracy and the public purposes of schools. Examples are passages that made you think about the interplay between schools' purposes and democracy or perspectives on the roles of school and schooling throughout history. We will use the passages in an activity as a way of exchanging ideas about the role of schools in democracy.

Chapters 4, 5

- ✚ What are the perennial issues that schools have faced and continue to face?
- ✚ What is the current state of schooling and educator education?
- ✚ What are the most pressing concerns of schooling and educator preparation?

Chapter 6

- ✚ What strategies have worked in furthering the Agenda for Education in a Democracy?
- ✚ What are some of the lessons learned in the process of renewal?
- ✚ How do the concepts of “change” and “renewal” intersect?
- ✚ How has our setting's work related to the Agenda changed? Where do we continue to struggle with needed change?
- ✚ What are the implications of renewal as compared with reform?
- ✚ What are the implications for our work related to the simultaneous renewal of schools and institutions that prepare our teachers?

Chapters 7, 8

- ✚ What characteristics are required for steward-leaders to promote access to knowledge for all our children and youths?
- ✚ What is nurturing pedagogy?

- ✚ How do colleges of education and arts and sciences promote nurturing pedagogy in the preparation of teachers?
- ✚ What are the challenges and successes of implementing a Professional Development School?

Sample Agendas

The SRS session is limited in time. Therefore, the questions, activities, and follow-up discussions will have to be scheduled carefully to allow time for processing the content, questions, and rich dialogue. Local activities must also be accounted for. As examples, the setting might want to have partner school representatives provide an overview of the school work, a panel of school and university faculty present on their partner work, arts and science partners present on their roles and perspectives in the work, or a group of preservice teachers discuss their experiences. They might want to provide an overview of program changes that have occurred or are in process to support the AED or to highlight other initiatives.

The following agendas are intended as examples only. They illustrate the time needed for activities and for developing good group interaction. Each setting should develop its own session-specific agenda.

Example 1

<p>INSTITUTE FOR EDUCATIONAL INQUIRY NNER Setting Renewal Session (SRS)</p> <p><i>A Local Leadership Session for Individuals Seeking Understanding of the Agenda for Education in a Democracy (AED) and for Individuals Seeking Review or Renewal in the AED</i></p> <p>[Session] [Date]</p> <p>Lodging with:</p> <p><i>Confirm Reservations at:</i></p> <p>Meetings to be held at:</p>

Purposes:

The purposes of the Leadership Session are to (1) provide grounding in the Agenda for Education in a Democracy, the common agenda that unites the work of the NNER settings, and (2) broaden and deepen local capacity to advance the AED by orientation for those new to the work and those interested in a review. The overall goal of the program is sustainable organizational improvement in participants' settings.

AGENDA

Day one

At [meeting location]

Reading:	Goodlad, John I., Corinne Mantle-Bromley, and Stephen John Goodlad. <i>Education for Everyone: Agenda for Education in a Democracy</i> . San Francisco: Jossey-Bass, 2004.
8:00 a.m.	Session begins with coffee.
8:30 a.m.	Introduction to the session, purposes, introduction of visiting team and others, establish group norms.
9:00 a.m.	Visiting team and local contact provide an overview of the NNER, its structure, members, and mission.
9:30 a.m.	Group dialogue to learn different perspectives on our vision of a good society. Form table groups for beginning conversation. Questions for group work. Use Conversation Café for the first questions. Select table hosts, explain their roles, and give them the questions to be addressed: What kind of society do we want? What is the role of school in constructing this society?
10:15 a.m.	Break
10:30 a.m.	Visiting team provides an overview of the four-part mission of the NNER.
11:00 a.m.	Using <i>Education for Everyone</i> to formulate the conversation, what does providing access to knowledge for all children and youths mean?

11:45 a.m.	Report out
12:15-1:00	Lunch
1:00-1:30 p.m.	<p><u>Question:</u></p> <p>What is the role of our group in providing access to knowledge for all children and youths?</p> <p><u>Role-alike Groups:</u></p> <p>Groups will be arts and sciences faculty and administrators, education faculty and administrators, and/or public school faculty and administrators. Community members and preservice teachers can form their own groups, if there are enough members of each to do so, or they can join different groups.</p> <p><u>Facilitator:</u></p> <p>Can be asked to report out or to summarize the group’s discussion, or explain a product from the group, e.g., an illustration of the group’s agreed-upon points.</p>
1:30 p.m.	Report out and discussion
1:45-2:15 p.m.	Panel discussion led by tripartite members and community. Each relates from personal point of view reactions to <i>Education for Everyone</i> , Chapter 3, “The Context of Schooling in a Democracy.”
2:15-2:30 p.m.	Break
2:30-3:15 p.m.	How can we be good stewards of our schools? “Jigsaw” article.
3:15 p.m.	Visiting team reviews the discussion and asks for clarifying questions. Wrap up for the day.

Reflection activity for the evening: Using the reading and conversation, reflect on your role (public school, arts and sciences, or college of education) in addressing the points raised in the discussion on the role of schools and the institutions that prepare teachers. Write about the interaction of schools and the preparation of educators as you reflect on the readings and your experiences.

Day Two

At [meeting location]

8:00-8:30 a.m.	Checking our pulse. Plus/Delta on first day's activities.
8:30-9:30 a.m.	<u>Question:</u> What is nurturing pedagogy? Use the storytelling process for each person to reflect on a meaningful moment as a learner and to describe the teacher and learning. Share in groups of three.
9:30-10:00 a.m.	Large group discussion. What did you hear from the others in your group? List out the characteristics. How do these relate to nurturing pedagogy in schools?
10:00-10:15 a.m.	Break
10:15-10:45 a.m.	What skills and dispositions are needed in society to advance the Agenda for Education in a Democracy? How are these skills transmitted to students in schools and through teacher preparation programs? Draw from the writing you did last evening, your experiences, and the reading as you reflect on the questions. Pair-share activity.
10:45-11:45 a.m.	<u>Postulates:</u> Groups work with a set of five postulates and determine which are present in the setting and which are most problematic. Report out.
11:45-12:00 noon	SWOT and wrap up. Evaluation, conclusion of session.

Example 2

INSTITUTE FOR EDUCATIONAL INQUIRY NNER Setting Renewal Session (SRS)

*A Local Leadership Session for Individuals Seeking Understanding of
the Agenda for Education in a Democracy (AED) and for Individuals Seeking
Review or Renewal in the AED*

[Session]

[Date]

Lodging with:

Confirm Reservations at:

Meetings to be held at:

Purposes:

The purposes of the Leadership Session are to (1) provide grounding in the Agenda for Education in a Democracy, the common agenda that unites the work of the NNER settings, and (2) broaden and deepen local capacity to advance the AED by orientation for those new to the work and those interested in a review. The overall goal of the program is sustainable organizational improvement in participants' settings.

AGENDA

Day one

At [meeting location]

Reading: Goodlad, John I., Corinne Mantle-Bromley, and Stephen John Goodlad. *Education for Everyone: Agenda for Education in a Democracy*. San Francisco: Jossey-Bass, 2004.

8:00 a.m. Session begins with coffee.

8:30 a.m. Introduction to the session, purposes, review of norms, introduction of visiting team and participants.

9:00-10:00 a.m.	<p>Group dialogue to further the shared understanding on the AED work and its application</p> <p><u>Questions for group work:</u></p> <p>What kind of society do we want?</p> <p>What is the role of school in constructing this society?</p> <p>What have been, what currently are, and what should be the primary purposes that our public schools serve?</p> <p><u>Panel discussion:</u> Tripartite members. Each relate from personal point of view your reflections on <i>Education for Everyone</i>, Chapter 3, “The Context of Schooling in a Democracy.”</p>
10:00-10:15 a.m.	Break
10:15-11:00 a.m.	<p>Discussion on Chapters 4 and 5 and related readings. Visiting team provides an overview of the AED and of change related to schools and the education of educators.</p> <p><u>Questions:</u></p> <p>What are the perennial issues schools have faced and continue to face?</p> <p>What is the current state of schooling and the education of educators?</p> <p>What are the most pressing concerns of schooling and educator preparation?</p> <p>Small group dialogue and activity.</p>
11:00-11:30 a.m.	Report out and discussion
11:30-12:00 noon	Visiting team reviews the discussion from the morning and asks for clarifying questions.
12:00-12:45 p.m.	Lunch

12:45-1:15 p.m.	Agenda for Education in a Democracy (AED). Visiting team provides an introduction to democracy, education, and the human conversation from their perspectives and experiences related to the text, Chapter 5.
1:15-2:00 p.m.	Small group dialogue on a passage from Chapter 5 that is particularly significant.
2:00-2:15 p.m.	Break
2:15-3:00 p.m.	Small group discussion on the local issues and strengths related to equity and access.

Reflection activity for the evening: Using the reading and conversation, reflect on your role (public school, arts and sciences, or college of education) in addressing the points raised in the discussion this morning on the role of schools and institutions in promoting democracy. Write your reflections on the responsibilities of schools and the institutions that prepare educators using the readings, discussion, and your experiences as the sources for your reflections.

Day Two

At [meeting location]

8:00-8:30 a.m.	Checking our pulse. Plus/Delta on Thursday's activities.
8:30-9:15 a.m.	Reflections on Chapter 6. <u>Role-alike Groups:</u> From your perspective and experiences, what are the strategies that have worked in your setting and nationally to advance the AED?
9:15-10:00 a.m.	Tripartite groups reflect on the conclusions from the last discussion with members reporting their role-alike group conclusions. Formulate ideas for the setting's next steps and goals related to strategies that work and needs that should be addressed.
10:00-10:15 a.m.	Break
10:15-11:15 a.m.	<u>Questions:</u> How do the concepts of change and renewal relate?
11:15-11:45 a.m.	Report out
11:45-12:30 p.m.	Lunch

12:30-1:30 p.m.	View segment of <i>To Be and To Have (Être et Avoir)</i> . Nurturing pedagogy, what is it? How do programs that prepare teachers advance nurturing pedagogy? What conditions are necessary in schools to provide nurturing pedagogy for all students?
1:30-2:00 p.m.	Debrief the film and hold discussion.
2:00-2:15 p.m.	Simultaneous Renewal overview of setting work by setting leaders.
2:15-3:45 p.m.	Partner school discussion. Presentations by partner school participants on strategies and initiatives that further simultaneous renewal and on areas that need attention.
3:45 p.m.	Evaluation for the session and discussion of next steps for the setting renewal process.

Example 3

Agenda for Education in a Democracy: A Renewal Seminar

Co-Sponsored by *Institute for Educational Inquiry* and the *National Network for Educational Renewal's Partnership in Southern Maine*

September 17 – 18, 2004

301 Bailey Hall, Gorham Campus
University of Southern Maine

Purposes:

This seminar is designed to provide (1) grounding in the NNER's Agenda for Education in a Democracy (AED), the common agenda that unites the work of the NNER settings; and (2) opportunities for local partners to further develop sustainable priorities for action in light of the AED, and thereby to enhance local capacity to advance the AED.

The common text for the seminar is *Education for Everyone: Agenda for Education in a Democracy* by John I. Goodlad, Corinne Mantle-Bromley, and Stephen J. Goodlad, sent to each registered participant prior to the seminar.

AGENDA

Friday, September 17

- | | |
|-----------------|---|
| 8:00 a.m. | Continental Breakfast with greetings from College of Education and Human Development Dean, Betty Lou Whitford, and USM Provost Joseph S. Wood. |
| 8:30 a.m. | Cathie Fallona introduces herself and facilitates introduction of visiting team and participants. Dean Whitford provides an overview of seminar purposes. Visiting team works with participants to establish norms. |
| 9:00 a.m. | Visiting team provides an overview of the AED and change related to schools and the education of educators. |
| 9:30-11:15 a.m. | Visiting team facilitates small group discussions of Chapters 3 and 4. (Take break as needed.) |

Discussion:

Individual sharing of a reflection on the Agenda for Education in a Democracy and *Education for Everyone*, Chapter 3, "The Contexts of Schooling in a Democracy."

	<p>Based on your experiences and reading of Chapter 4, “An Essential Narrative for Schooling,” what are our most pressing concerns for schooling and educator preparation?</p> <p>Based on your experiences and reading of Chapters 3 and 4, what do you see as priorities for our partnership’s course of action in responding to these issues?</p>
11:15-12:00 p.m.	Groups report on priorities for responding to current issues/concerns relating to schooling and educator preparation. Record priorities on chart paper and put up on wall. (Facilitated by visiting team.)
12:00-12:45 p.m.	Lunch served.
	During lunch, have participants go up to chart paper and rank the priorities that are listed on the chart paper. Participants should rank the priorities according to those they find most pressing. (Facilitated by the visiting team.)
12: 45-2:00 p.m.	Elicit participants’ perspectives on democracy education and the human conversation (related to Chapter 5 in the text), selecting one or more passages that they find meaningful and share the perspectives with a small group. Follow with a whole group discussion.
	Priority-alike small groups. Participants are with others who want to discuss the same priority. Discussions on how we take the ideas from Chapter 5 and apply them to the group’s priority.
2:00-2:30 p.m.	Break and posting of ideas for gallery walk.
2:30-3:00 p.m.	Drawing on text and today’s conversation, individuals write a one-page reflection on the role and responsibilities of schools and higher education in promoting democracy.
<i>Saturday, September 18</i>	
8:00-8:30 a.m.	Continental breakfast with greetings from USM President Richard Pattenau.
8:30-9:30 a.m.	<u>Activity:</u> Peggy McIntosh’s Serial Testimony. In small groups of 4 or 5, pass the previous day’s reflections around to each person to read. In successive rounds, each person writes a response to the thread of reflections. (Facilitated by visiting team.)

9:30-11:15 a.m.	Tripartite groups (teacher education, school partners, CAS) formulate ideas on the group's role in achieving priorities. Each group reports out to the whole group.
11:15-11:45 a.m.	Reporting out
11:45-12:30 p.m.	Lunch
12:30-1:30 p.m.	Nurturing pedagogy, what is it? How do we advance nurturing pedagogy in K-12 and higher education settings? What conditions are necessary to provide nurturing pedagogy for all students? (Facilitated by visiting team.)
1:30-2:30 p.m.	Discussion of the concept and creation of a USM Center of Pedagogy. (Facilitated by CEHD Dean Betty Lou Whitford and CAS Dean Luisa Deprez.)
2:30-3:00 p.m.	Evaluation of the session and discussion of next steps for ongoing setting renewal processes. (Facilitated by Ken Jones.)

Example 4

NNER SETTING RENEWAL SESSION

CONFERENCE AGENDA

Resources for September 9-10, 2004

Education for Everyone: Agenda for Education in a Democracy

State of the College Address – 2004

Conceptual Framework pamphlet

College of Education's Conceptual Framework

Editorials:

“Make Big Island Program a Model for Other Schools”

“Education is Vital to Preserving our Democracy”

Thursday, September 9, 2004

8:30 Continental breakfast

9:00 Setting the stage:

“To prepare educators to contribute to the advancement of a diverse humanity in realizing a just and Democratic Society”: Dr. Randy Hitz.

PowerPoint including emphasis on refocusing on the purposes of Education: COE Conceptual Framework, HIEP, NNER, AED, Voices of Education, Act 51

Introductions of Visiting Team and Participants

9:30 Where are we in our thinking now? Group dialogues.

How do we promote a future in which people with varying beliefs, values, and personal identities successfully live together in a democracy?

10:00 Break

10:15	<p><u>Commentary on Act 51: Drs. Mantle-Bromley, Foster, and Fahey focus on Chapter 3 of <i>Education for Everyone</i>, “The Context of Schooling in a Democracy.”</u></p> <p>How do the Act 51 components on civic responsibility correlate to the Agenda for Education in Democracy?</p> <p>Why should schools be asked to assume responsibility for democracy education?</p>
11:00	Overview of the AED and change related to schools and the education of educators: Drs. Mantle-Bromley, Foster, and Fahey (Chapters 4-5)
12:00	Lunch buffet
12:45	<p>Agenda for Education in a Democracy</p> <p>Introduction to democracy, education, and human conversation from the perspectives and experiences of Drs. Mantle-Bromley, Foster, and Fahey (Chapter 5)</p>
1:30	Break
1:45	<p>Based on the discussions from this morning, how do we synthesize the goals of Act 51 and AED?</p> <p>Small groups record and share group ideas on how Act 51 and AED support the purposes of schooling in Hawaii.</p>
3:00	End of Day One.
Friday, September 10, 2004	
8:30	Continental breakfast
9:00	<p>Setting the stage:</p> <p>Checking our Pulse. Plus/Delta on Thursday’s discussions. Focus Questions.</p> <p><u>Focus Questions for Day Two:</u></p> <p>How do we prepare educators to contribute to the advancement of a diverse humanity in realizing a just, democratic society?</p>

	<p>How do we promote a future in which people with varying beliefs, values, and personal identities successfully live together in a democracy?</p> <p>What does it mean when we say that we will place greater emphasis on education for a democracy?</p>
9:30	<p><u>Group-alike Discussions:</u></p> <p><i>Groups: Arts and Sciences / Department of Education / College of Education</i></p> <p>What is our role in preparing educators to contribute to the advancement of a diverse humanity in realizing a just, democratic society?</p> <p>From our perspective, how does what we do interweave with the other two partners?</p>
10:15	Break
10:30	<p>View video segment of <i>To Be and To Have (Être et Avoir)</i>.</p> <p><u>Discussion to debrief film:</u></p> <p>Nurturing pedagogy, what is it?</p> <p>How do programs that prepare teachers advance nurturing pedagogy?</p> <p>What conditions are necessary in schools to provide nurturing pedagogy for all students?</p>
12:00	Lunch buffet
12:45	<p>Simultaneous Renewal: Overview of setting work by setting leaders.</p> <p>HIEP – Past, Present and Future: Joe Zilliox, Stephen Marble, and Alice Kawakami</p> <p>(Other options are HIEP Directors Randy Hitz, Judy Hughes, and Patricia Hamamoto or the Voices of Education group)</p> <p>Partner School Panel/ Sharing – Coordinator/Principal/Teacher teams:</p> <p>Where are we in preparing educators to contribute to the advancement of a diverse humanity in realizing a just, democratic society?</p>

What strategies and initiative further simultaneous renewal, and what areas need attention?

1:45

Break

2:00

Evaluation of the SRS: Drs. Mantle-Bromley, Foster, and Fahey

2:30

Next steps: Alice Kawakami

3:00

Closure of the Conference



SECTION 3

Session Interaction

A group facilitator's role is to ensure that all voices are included and respected. The following section provides guidelines for a democratic conversation, facilitation strategies, and methods for enacting those strategies. These methods include “ice breaker” ideas, small-group conversation roles, group process options, short conversation techniques, and closure activities.

General Guidelines

1. Work with the group to set norms for interaction.
2. Provide small group table hosts or leaders with clear expectations:
 - ✚ Make sure that everyone in the group knows each other.
 - ✚ Ensure that everyone in the group has an opportunity to speak.
 - ✚ Direct the conversation back to the central questions or topic being discussed if it gets off track.
 - ✚ Monitor the conversation to ensure that it stays focused on the topic and the group's ideas and that it does not become a forum for one individual's voice.
3. Get feedback throughout the session.
4. For all group activities, be sure that there is a mechanism for bringing closure to each conversation. This can be accomplished in a number of ways, for example, by reporting a summary statement from each group, by sharing one key question from each group, or by organizing a group-constructed activity that illustrates the group's conversation.

Ice Breaker Ideas

Biographical Sketches

Have all participants submit a brief biographical sketch prior to the session. Provide a copy of each person's bio to all the participants. Start with the person whose name is first on the list of bios. Have that person read over the second person's bio and ask a question from it for that person to answer. The second person then does the same for a third person, and so on, until everyone has asked and answered a question from the bios.

Emblems of Democracy

Assign each person to bring an object that represents democracy to him or her. Have all participants introduce themselves by explaining why the object brought was significant in their thinking about democracy.

Article Discussion

Ask each participant to bring enough copies of a newspaper article that addresses a crucial educational issue that relates to the NNER work. Ask each person to briefly explain the article and why they believe it is significant to the work.

Pennies

Have participants select a single penny randomly from a box of pennies. Have them describe what they were doing in education, or generally, during the year that shows up on the penny. For example, if someone selects a penny dated 1984, he or she might say, "In 1984, I was in my third year as a middle school principal and had finally mastered how to get the kids from their classes to the lunchroom without trampling one another."

NNER Quiz

NNER QUIZ (knowledge level)

Match the terms in the first column with the correct description from the second column.

- | | |
|--|---|
| __1. Leadership Associates Program | A. The proofing sites for the Agenda for Education in a Democracy |
| __2. Center for Educational Renewal (CER) | B. Accepting responsibility for the larger educational enterprise |
| __3. National Network for Educational Renewal (NNER) | C. A&S, school, and college or school of education leaders who provide direction to the NNER governing board, serving as the conscious of the NNER |
| __4. Tripartite Council | D. Small non profit organization that conducts leadership associates programs and inquiry to advance the AED. |
| __5. Moral Dimensions of Teaching | E. Carol Wilson |
| __6. NNER Equity Report | F. Providing access to knowledge for all, engaging in inquiry, promoting quality professional development, and providing exemplary pre service teaching experiences |
| __7. Postulates | G. 14 small schools who have come together to support one another and promote their mission to forward democracy |

- | | |
|--|--|
| __8. Simultaneous Renewal | H. An initiative where school, community, and university members work toward community engagement in education |
| __9. Stewardship | I. Stewardship, access to knowledge, nurturing pedagogy, enculturation into democracy |
| __10. League of Small Democratic Schools | J. School, A&S, Education colleagues working together for the ongoing improvement of education |
| __11. Chair of the Governing Council | K. John I. Goodlad |
| __12. Partner School functions | L. A position paper adopted by the governing council to guide NNER work in advancing equity |
| __13. President of the IEI | M. Roger Soder |
| __14. Institute for Educational Inquiry | N. Conditions necessary for the simultaneous renewal of schools and the places that prepare teachers |
| __15. Developing Networks of responsibility to Educate America' Youths | O. A University of Washington Venter whose mission is to combine inquiry and practice |
| | N. The Human Conversation |

Small Group Roles

Choosing roles for some participants can help to structure group work. There are many roles and options for lending structure and effectiveness to your small groups. The roles listed below are just a few suggestions.

- ✚ **Facilitator** – Responsibilities are to ensure that all members of the group know one another, that the conversation stays on topic, that all members speak and are listened to, and that the tasks are paced to so that they are completed in the allotted time.

- ✚ **Host** – This role is similar to the facilitator’s role; sometimes this term is used in the conversation café format to connote a role of greeting and making everyone comfortable to participate in the conversation.
- ✚ **Recorder** – Responsibilities include taking notes on the group’s discussion, summarizing the notes, and ensuring that the notes accurately reflect the group’s words and important ideas.
- ✚ **Reporter** – Responsibilities include reporting out the group’s work and ensuring that what is reported out represents the group’s agreed-upon statements.

Group Process Options

Small group conversation requires a variety of formats. The appropriate format will depend on the size of the group, participants’ backgrounds, group dynamics, the topic, and the outcomes expected from the interaction. Moreover, the guiding questions and readings for the SRS lend themselves to different types of group interaction. In some cases, group-alike conversations are most useful, while in other cases, mixed groups are more appropriate. To facilitate the variety of formats and types of interaction styles that can arise in small group conversation, a menu of activities is provided below.

Socratic Seminar

The Socratic Seminar process works through a facilitated conversation emerging from a quality reading that lends itself to multiple interpretations. The process enhances participants’ understanding of a topic through close reading, attentive listening, clarity, weighing evidence, and listening to various points of view. Seminar leaders develop questions prior to the session, and the questions serve as grounding for the conversation. Participants are asked to respond to each question using the reading text to support their position and as a basis for responding to others. This approach works well with text that delves deeply into complex issues and topics that elicit a variety of reactions from readers. Using the author’s words to support points of view is crucial to expanding participants’ learning and promoting dialogue.

Conversation Café

The Conversation Café process is designed to promote conversation on provocative subjects among people who might not know one another. In a Conversation Café, the host is responsible for ensuring that everyone is introduced and that the question or questions to be addressed are clear. The conversation includes a quick round robin introduction, and another round robin of brief initial responses to the question posed by the host. This is followed by open discussion resulting from the round robin responses to the question. If there are multiple conversation tables, individuals can move from table to table for

more discussion on the questions. This allows people to meet and converse with a variety of people and learn different points of view. This is a good way to begin sessions in which people do not know one another and when there is enough time to complete the steps. The specific guidelines for this process are detailed below.

The following text is adapted from the Conversation Café website. For more information, see <http://www.conversationcafe.org>.

Everyone who participates in a Conversation Café is asked to agree to a set of guidelines that set the tone of the gathering.

Agreements for a Great Conversation

How do I listen to others? As if everyone were my Master speaking to me his cherished last words.

—Hafiz

- ✚ Acceptance: suspend judgment as best you can
- ✚ Listening: with respect
- ✚ Curiosity: seek to understand rather than to persuade
- ✚ Diversity: invite and honor all points of view
- ✚ Sincerity: speak what has personal heart and meaning
- ✚ Brevity: go for honesty and depth, but don't go on and on

Café Process

Preparation. The host will have nametags, paper and pencil (for note taking), an object (called a “talking object,” something symbolic or just handy) that is held by the person speaking to indicate that he or she has the floor, and optionally a centerpiece (a Conversation Cafe table tent or a mini checkered table cloth for quick identification, or a candle, flower, etc.).

Welcome. The host welcomes everyone, states the theme for the café, reads the agreements, sets an ending time, and optionally calls for a moment of silence to relax, reflect, and become open.

Round One. Each person speaks in turn, going around the circle once. Each person holds the talking object while speaking. During this round, everyone says his or her name and speaks briefly about the theme. Each speaker may pass if he or she does not want to speak. Speakers are asked to express themselves fully yet succinctly, allowing time for others to speak. No feedback or response.

Round Two. Now that everyone has been introduced, the group goes around the circle again. If someone wants to respond to another’s remarks, they can do so in their own turn. Each person holds the talking object. To allow more time for conversation, keep remarks brief, possibly just naming the theme or subjects you want to delve into more deeply. Again, there should be no feedback or response.

Spirited Dialogue. Now the conversation opens up, and people can speak in any order. This conversation will take up most of the time. If there is domination, contention, or lack of focus, the host can remind the participants of the agreements and/or suggest that the group again use the talking object.

Closing. A few minutes before the end of the Café, the host will ask everyone to go around the circle again, giving everyone a chance to say briefly what they are taking away from the conversation.

Storytelling for Reflection

Storytelling for reflection is a technique that builds on a centuries-old activity common to all people: telling a personal story. The process transfers this informal communication to organizational settings. Reflection allows individuals to use their experiences to better understand educational issues and practice. Stories allow people to express how they experience a situation from a personal perspective. Some examples of stories that promote thinking about educational issues are: relating a conflict with a parent, the memory of the first day of teaching, memories of conflict with or challenges in working with a specific student.

Used to examine educational practices, situations, and contexts, storytelling adds a human dimension to abstract concepts. With good facilitation, this approach to conversation can be used to translate personal experiences into abstract concepts. For example, having individuals think about a story of a very specific teacher (in any type of teaching-learning setting, e.g., home) and detailed examples of what that teacher did that made him or her so memorable can lead to shared understanding of nurturing pedagogy.

This is a good technique to use with groups of three to four to ensure that all get to listen, respond, and tell their stories. From the small group work, large group summaries can be used to draw commonalities and make general observations about people's experiences. For detailed information about facilitating this process, with examples from the field of storytelling, see *Journey to School Reform: Moving from Reflection to Action through Story Telling*, edited by David K. Wallace and published by the NEA Professional Library (1996).

Jigsaw

Jigsaw is an article discussion process that allows groups to learn from one another and discuss more articles by dividing the learning. All groups are given the same article divided into logical sections. Each group member is assigned a section of the article. Each participant studies his or her section. After the initial group has met and each member has read her or her assignment, all groups regroup so that all those who are studying the same section of the article meet and learn more about the section and how to teach it to their peers; they become experts. Everyone then returns to the original group and each teaches the section for which he/she is an expert.

Group Design

Group design allows all participants to contribute to a unified group summary of their discussion on a specific reading. This works well for situations involving complex readings, in which individual group members might resonate with very different sections of the text. Each group member selects and explains a passage from the reading that is of personal significance and explains to the group why he or she selected that passage. The group then designs a poster that incorporates each member's passage or its essence by using words, pictures, or other creative ways to illustrate each member's contributions.

Fish Bowl

In the fish bowl process, selected group members sit in a circle and responds to questions presented by the facilitator on a passage from the text. The rest of the group sits in an outer circle and listens. After everyone in the inner circle has responded, those in the outer circle comment on what they heard and learned. This works well even if all

members of the group have not read the material prior to the session. In that case, those who have read the material are in the inner circle.

The Final Word

The following text is adapted from the Coalition of Essential Schools website. For more information, see http://www.cesnorthwest.org/final_word.htm.

The purpose of the final word process is to expand a group's understanding of a text in a focused way and in a limited amount of time. Participants are organized into circle groups of four. A facilitator and timekeeper are chosen for each round. Time is organized into four rounds of discussion, with each round totaling 11 minutes. The procedure for conducting a "final word" conversation is detailed below.

1. After reading and reflecting on a common text, each person in the group of four selects one significant quotation or section of the text to discuss.
2. One person begins by explaining the significance of his or her selection to the group (3 minutes).
3. Each person in the group then comments on that same selection from the text (2 minutes each; 6 minutes total). Comments may be made either:
 - a. in response to what the first person said, or
 - b. in any other way that contributes to the understanding of that section.
4. The person who started has the "final word" to add any insights or to comment on what has been raised by other members of the group (2 minutes).

Techniques for Short Conversations in Small Groups

Think-Pair-Share

Think-pair-share begins with the facilitator posing a question that demands thoughtful analysis or deliberation and providing a minute of "think time." Participants then turn to a partner, and the two take turns exchanging their thoughts on the question. The facilitator provides a time check to be sure both partners get to speak.

Write-Pair-Share

Write-Pair-Share has participants write their responses to a question, often one fundamental to the learning (e.g., What does democratic practice look like in schools?). Participants share with a partner. The partners combine their information to create one response, and this can continue to larger groups until each table has an agreed-upon response.

Journal Reflections

Use a journal writing activity to process conversations about the text. The journal writing could follow the conversation, which will also provide quiet reflection time for participants. Another option for journal writing can be to have participants write reflections in the evening and share them at the beginning of the next day's session. This can be a whole group activity with each person sharing one important learning from the journal writing, or it can be a small group activity with more in-depth sharing.

KQLA

KQLA (Know, Question, Learn, Apply) summarizes conversations by noting what the group knows coming into the conversation, questions they still have, any new learning, and how they can use or apply the learning in their roles and institutions. Groups can do this activity on chart paper and report out. An example follows.

Topic: _____

What we know	Questions we have now
What we learned from the speakers	How we can use or apply the information

Closure Activities

SWOT

SWOT (Strengths, Weaknesses, Opportunities, Threats) is a good way to summarize content from the day or to summarize discussion on the next steps in an action plan.

Stop, Start, Continue

Introduce this activity by saying something like, “From what you’ve learned or felt during our time together, when you return home, what do you wish to STOP doing, to START doing, to CONTINUE doing?” Have participants list one to three specific items in each category.

Wrap-up Questions

Go around the group in order or randomly, and ask each participant to reflect on the day’s work. Make sure everyone has an opportunity to respond to each question before moving to the next one. Some examples of good wrap-up questions are listed below.

- ✚ What did you learn that you can use in your role?
- ✚ What questions do you now have?
- ✚ What is clearer to you?



SECTION 4

Ideas from the Pilot Settings

Settings involved in the Setting Renewal Session pilot program have shared their knowledge and experience of planning and implementing SRS sessions. Some of their ideas and suggestions follow.

- ✚ Provide ample time and creative activities for introductions early in the session so that people have a better sense of belonging. This is especially important when there are numbers of people who do not meet often or who do not know one another.
- ✚ Include tripartite representatives in planning the SRS agenda. This will help to ensure that local setting and tripartite needs are reflected and addressed.
- ✚ Tripartite representatives should be involved in planning whom to invite. This ensures that the three partner groups are well represented.
- ✚ Include students in the sessions.
- ✚ Invite the participation of community members, legislators, and others who should learn more about the AED.
- ✚ Co-facilitation that includes local leadership associates and visiting team members from other settings provides both local and broader context for the session.
- ✚ Ensure that the participants receive any reading material and information needed to prepare for the session well in advance.
- ✚ Use the time both to review and introduce participants to the AED and also to do action planning that will further the work in the setting.
- ✚ In one setting, the SRS pilot was provided specifically for groups new to the work, so that the agenda for the session could be designed for their needs rather than trying to accommodate both those who have had background and those who have no experience with the AED readings.
- ✚ Arts and sciences representatives indicated they needed discussions specific to their content areas and that panels where they could present their work on democracy and/or pedagogy would be useful.
- ✚ Asking tripartite representatives to prepare short presentations for the opening of the session responding to an aspect of the reading was effective and received very positive feedback from participants.
- ✚ Activities based on reflection and reactions to the text were seen as the most valuable small group sessions.
- ✚ Do not assume that participants agree on the definition of democracy, but within the session, work toward an agreed definition or description from which to work.

- ✚ Small group sessions in which people move around, working in both role-alike and heterogeneous groups was useful and helpful for expanding thinking, meeting colleagues, and reinforcing the work being done.
 - ✚ Many participants requested copies of the note page version of PowerPoint presentations.
 - ✚ Ensuring that follow-up sessions and interaction occur was listed as a high priority by many participants.
 - ✚ Be aware of the background level(s) of participants, and plan the concept mapping to meet the developmental needs of the group.
-