What will school be like next year? Visioning for the Future of Education

Date: June 1, 2020 @ 4:00 pm | A 3-part Guided Discussion Series

Presenters:
Christine Mason, Ph.D.
Paul Liabenow
Melissa Patschke, Ed.D.
Welcome: Session Two

What will school be like next year?
Visioning for the Future of Education
Housekeeping Information

- Participant microphones will be muted at entry – you will be able to unmute during the discussion portion of our webinar.
- If you have questions during the webinar, please use the chatbox or the “raise hand” feature during discussion to have your microphone unmuted.
- This session is being recorded and it will be available on the MHTTC website within 24 hours of the close of this presentation.
- Information about CEUs will be sent in a follow-up e-mail.
- If you have questions after this session, please e-mail: newengland@mhttcnetwork.org.
Gain Access to our Resources

Topics
• Visioning
• Mental Health Support Systems
• Trauma-Informed Practices
• Mindfulness
• Social Emotional Learning
• Equity in Education

Resources
• Researchers to answer questions/find resources
• Community of trauma-informed educators
• Webinars
• Articles
• Curricula
• Programs & Interventions

Center for Educational Improvement event participants, like you, can join select resource teams on our Basecamp platform.
Visioning ONWARD
A Guide for ALL Schools

Christine Mason
Paul Liabenow
Melissa Patschke
“Learning is driven by vision.”

~ Peter Senge (2012)

Goals

• Problem solve about the future of education
• Learn about iterative visioning Steps 3 & 4 (First Draft and Researching Exemplars)
• Provide ideas for you to share with your visioning teams
• Set the stage for visioning
• Steps 5-8
Visioning Process: Steps 1-8

1. Form a Vision Steering Team
   - Step 2: Determine who will be involved in visioning
   - Step 3: Develop your first draft of your vision

   - Step 4: Research exemplars and options
   - Step 5: Refine your vision using an iterative visioning

   - Step 6: Develop you mission and goal statements and determine how to measure progress

   - Step 7: Secure consensus

   - Step 8: Develop an Action Plan to implement your vision
I. Review Macro Elements: *Current trends that could impact visions*

II. Research Exemplars – *Macro & Micro Elements*

III. Explore Possible Visions & the Visioning Process
"In the end, we will remember not the words of our enemies but the silence of our friends."
Two competing visions (Yunus, 2020)

- Return to the status quo
- Rebuild a better world
Views of Society Post-COVID-19

Policy recommendations for rebuilding (Davis, 2020)

- Growth in health, education, and clean energy sectors
- Universal basic income
- Local food production
- Reduce travel and heedless consumption
- Debt forgiveness
Reimagining Education

20th century educational models:
- Scientific and technical rationality
- Commodification of knowledge packaged to meet economic needs

Educating for a new reality requires new skills:
- Collaboration
- Empathy
- Problem solving
- Critical thinking
- Resilience

*Education needs to be meaningful and relevant to learners.*

(Kimmie, 2020)
Survey of 3,600 Parents by Learning Heroes

- 67% of parents feel more connected to their children’s day to day learning.
- 33% report having regular access to teachers.
Family Coping – Implications for Educators

- Dysfunctional Family Coping
- Functional Family Coping
- Beyond Coping: Resiliency
Mindful Visioning

*Recognizing stress and preparing our brains to think as clearly as possible.*

- Mindful Awareness
- Taking a Deep Breath
- Moving our Bodies
- Meditating

Heart Centered Components: Consciousness, Compassion, Community
Visioning involves brainstorming with key stakeholders, gaining consensus, letting ideas incubate, and then revisiting.
Figure 4.1 Circle of Ideas

Flexible
Inclusive
Exploratory
Practical
Your Vision
Bold
Ideal
Empathetic
Practical
Inclusive
Exploratory
Flexible
Your Vision
Education Now

- Some schools have not been able to transition to remote learning.
- Inequities have increased.
- Students’ need for emotional support has increased.

(Education Trust and Digital Promise, 2020)
Research Exemplars

Step 4
## Exemplars

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<th>Innovative Approach/School</th>
<th>Description/Link for More Info</th>
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Education This Summer

Miami-Dade County (FL):
  • Extended school
  • Early start for 2020-2021 school year

Fairfax County (VA):
  • ESY to students with IEPs needing support (June 29-July 24)

Advice from educators to parents on summer learning
  • 30 minutes of reading a day
  • Enrichment classes?
  • Virtual summer camps?
Poll Question: Plans for Summer (Multiple Choice)
What plans does your school have to continue services and/or learning over the summer?

- We will offer extended online learning.
- We will offer extended online/in-person learning to those with special needs.
- We will offer packets of work and suggested online activities, but staff will not connect regularly with families.
- We will offer food services, but no extended learning.
- We will be closed entirely for the summer.
- Something else.
Micro Elements: Potential Strategies for Moving Forward

- Rotate students between in school and at home learning
- Shortened summer break
- Rotate teachers rather than students
- Revisit drop-off and restroom policies
- Provide counseling supports
- Will health departments do daily screenings?
- Will locker use be allowed?
- School health - ventilation, isolation areas?

Photo credit: REUTERS/Amanda Perobelli
(Maryland State Department of Education, 2020)
Preparing to Reopen: Putting Equity at the Core

- Provide time for mentoring and collaboration
- Give teachers a voice in preparation and planning
- Engage all students and adults
- Let teachers know it’s ok to try—and fail

(Tucker & Kruse, 2020; Posey, 2020)
Preparing to Reopen: Putting Equity at the Core

• Give teachers the right tools to address variations in learning needs

  ❑ Calendars and checklists to help students track subtasks

  ❑ Allow students to show what they know through a variety of formats

  ❑ Provide access to common assistive technology

(Tucker & Kruse, 2020; Posey, 2020)

*Universal Design for Learning*
Virtual Reality

1. Promote curiosity and wonder.
2. Develop empathy for others in crisis.
3. Virtually travel to explore places.
5. Explore the human body, oceans, outer space, etc.
6. Experience different careers first-hand.
7. Discover how VR is used in medicine, engineering, entertainment.
8. Students can create their own VR content.

(TeachThought Staff, 2020)
• Consider sending students small lab kits with disposable tools (e.g., plastic test tubes, inoculation loops).

• Have students teach the class. They can pick learning outcomes, develop learning activities, and incorporate technology.

• Consider virtual experiments – Journal of Visualized Experiments.

(Herzog & Mawn, 2020)
Visualizing Classrooms with 10 Students

- Co-teaching
- Collaborative learning with social distancing
- Student presentations
- Flipped classrooms during COVID-19?
“I have a group of students that are pitching in to read materials aloud in energetic, clear, human voices [to be used] for other students that may have difficulty reading. Teachers can request these readings to post in their Google Classrooms. … [S]tudents record videos to help other students who need support in math where they show multiple ways to work through problems. It’s all driven by students who are conscious of problems with access.”

— Kim Eckert, Brusly High School, Baton Rouge, LA

Posted by the National Center for Learning Disabilities
Mindfulness Considerations

Courage Exercise (Modified for COVID-19): Conquering All Things
Grades 4-8. Modify for grades 9-12 by choosing a more difficult or longer quote. Modify for young students by considering quotes from action heroes.

- Greet students with a quote, such as “I learned that courage was not the absence of fear, but the triumph over it” from Nelson Mandela.

- Have pictures of courageous people and be ready to discuss their courage.

- Ask students find more images of courage.

- Next session: students share and answer questions:
  1. What does courage mean to you?
  2. What are some ways people show courage?
  3. Who are some people you consider to be courageous?
  4. What did they do?
  5. Students create a table: Courageous Hero, Action, Circumstance.
  6. Discuss.

(Mason, Rivers Murphy, & Jackson, 2020)
Visioning- the Process
Steps 3 and 5

You receive virtual guidance to help you take our process back to your schools and districts, along with:

• Webinars
• Leaders Guide

All tailored with considerations of the impact of COVID-19
Vision Statements

- Present Tense
- Inspirational Phrase
- Vivid Picture
- Evokes Emotion

The shift to online education and homeschooling will go from a light drizzle to a torrential downpour.

(Skibinsky, 2020)
Sample Vision Statements

Agora Classrooms in the Netherlands
Niekee College in Roermond

(Webb, 2019)
Never Lose the Opportunity of a Crisis

“The best that can come of this is a new paradigm shift in terms of the way in which we look at education, because children’s well-being and success depend on more than just schooling. We need to look holistically, at the entirety of children’s lives. In order for children to come to school ready to learn, they need a wide array of essential supports and opportunities outside of school. And we haven't done a very good job of providing these.”

— Paul Reville, Harvard University
The Future of Education

- The Learning Counsel’s Vision of the Future of Education
- Games as learning
- Personal learning challenges, personal pursuits
- Growing meta-cognition skills
- What will happen with STEAM and Maker-Spacers?
- Student voice
A Guide for Leaders

Visioning Onward: A Guide for All Schools

Christine Mason, Paul Liabenow, Melissa Patschke

With this guide, school leaders can implement recommendations from our guided discussion series in their own schools and districts.

Virtual learning participants will also receive accompanying slide decks and have access to our videos to use in their schools and communities.
Today's Presenters: Chris Mason, Ph.D., Paul Liabenow, and Melissa Patschke, Ed.D.
Childhood-Trauma Learning Collaborative (C-TLC)

Is your school trauma-informed? Are you/your colleagues looking for mental health resources to better support your students? Join the Center for Educational Improvement (CEI) for a series of online events hosted by the New England Mental Health Technology Transfer Center (New England MHTTC).

Our complimentary webinar series is designed to strengthen mental health supports that address the needs of children who have experienced/are at risk of experiencing significant trauma.
Childhood-Trauma Learning Collaborative (C-TLC)

Next Session: June 15
4:00 p.m.
Webinar

What will schools be like next year? Visioning for the Future of Education: A 3-part webinar series
Discussion Leader: Chris Mason, Ph.D., Executive Director Center for Educational Improvement

More C-TLC Webinars:

June 16
4:00 p.m.
Webinar

Trauma-Informed Yoga in Schools
Dana Asby, M.A., M.Ed., Director, Innovation and Research Support Center for Educational Improvement
Thank you for attending!

Questions? Contact Us:

Center for Educational Improvement
info@edimprovement.org

Remember, if you have not registered for Session Three, register today at www.edimprovement.org.

Session spaces are filling up quickly.
C-TLC Community Building

2019 Childhood-Trauma Learning Collaborative Fellows
Image captured as a part of the C-TLC Kick Off Meeting, April 29, 2019
The College of the Holy Cross, Worcester, MA

Photo Credit: Dana Asby, 2019
Visioning Onward: Session Two Notes

MACRO Elements

Nobel Laureate Muhammad Yunus: A post-pandemic world should deliver a new future for capitalism

• Two competing visions - return to the status quo vs. build a better world with greater equality, opportunity, and well-being

• “Governments’ efforts should concentrate on those measures that provide maximum social and environmental benefit to society. Future public policy ought to reflect our vision for the kind of world we want, and businesses will play a key role in achieving social purpose” (Yunus, 2020)

Visions of a Post-Covid-19 World. The Covid-19 pandemic is a late manifestation of 'The Great Acceleration', the era of unprecedented human expansion that was initiated post-WWII and ... are warming the world in life-threatening ...

• In the Netherlands, more than seventy academics have co-signed, Five Proposals for a Post-Covid-19 Development Model.

• “Endless growth can only end in tears, yet our leaders are addicted to an expansionary economic model that continues to be fossil-fuel dependent. The extraordinary circumstances of a global stand-down as SARS-CoV-2 careens across the planet, has given us, amidst the appalling realities of viral sickness and death, a momentary vision of a saner, healthier, and a cooler world” (Davis, 2020). Davis is an architect with a website devoted to reintegrating wildlife into urban areas.
From Rudy Kimmie, a professor in Capetown South Africa:

“What threatens our survival on this planet are not natural disasters, but mindless and ego-driven human actions. These include the impact of rampant industrialisation and excessive consumption demands without concerns for the impact on the planet. Social consciousness, transforming behavioural patterns of aggression and arrogance into compassion and empathy, and developing more environment-friendly modes of economic activities are ways in which we should be future-proofing our young generation” (Kimmie, 2020)

Reimagining Education. Rudy Kimmie

“Survival during Covid-19 lockdown and efforts to 'flatten the curve' requires humanity to collaborate, empathise, explore new synergies and be resilient. When we interrogate educational models of the 20th and 21st centuries, we realise they were dominated by scientific and technical rationality. These were motivated to meet economic imperatives and driven by powerful market forces. This resulted in the commodification of knowledge that is utilitarian, objectified and packaged to meet economic needs. Therefore educating for a new reality requires educators to facilitate new skills which align more strongly with the changing needs in our society. Undoubtedly, navigating uncharted territory will be messy and bring with it much uncertainty and anxiety, yet, the world of emergence, complexity and uncertainty require new ways of thinking, new ways of doing and new ways of being.

Making education meaningful requires that it aligns to the contexts of our learners. Therefore, with so much need for learning devices, data and functional learning spaces, curricula need to be tempered accordingly to lower the cost burden.” (Kimmie, 2020)
Distance Education and Equity EdTrust and Digital Promise (2020, May 7) https://edtrust.org/resource/10-questions-for-equity-advocates-to-ask-about-distance-learning/

This Fall: Karen Salmon Superintendent MD Schools http://marylandpublicschools.org/newsroom/Documents/MSDERecoveryPlan.pdf

Eric Tucker is the co-founder and Executive Director of Brooklyn Laboratory Charter Schools. Preparing to Reopen: Six Principles That Put Equity at the Core By Eric Tucker and Lindsay Kruse May 20, 2020


Khan Academy on Schedules https://keeplearning.khanacademy.org/daily-schedule (sample school schedules)

**Personalized Instruction** [https://medium.com/pi-top/meet-the-school-with-no-classes-no-classrooms-and-no-curriculum-7cc7be517cef](https://medium.com/pi-top/meet-the-school-with-no-classes-no-classrooms-and-no-curriculum-7cc7be517cef) - Agora Classrooms in the Netherland


- Games as learning
- Personal learning challenges, personal pursuits
- Grow meta-cognition skills
- What will happen with STEAM, Maker-Spacers?
- Student voice

**Remote learning is redefining relationships between parents and children.** Survey of 3600 Parents by Learning Heroes [https://bealearninghero.org/research/](https://bealearninghero.org/research/)
Sample School Schedules

- Preschool, kindergarten, 1st grade and 2nd grade
- 3rd-5th grade
- 6th-9th grade
- 10th-12th grade

(Khan Academy, 2020)
OUR TEAM

Yale Program for Recovery and Community Health in partnership with

- C4 Innovations,
- Harvard University Department of Psychiatry, and
- Center for Educational Improvement
Mission
To use evidence-based means to disseminate evidence-based practices across the New England region.

Area of Focus
Recovery-Oriented Practices, including Recovery Support Services, within the Context of Recovery-Oriented Systems of Care.
To ensure the responsiveness of our work, we will actively develop and maintain a network of government officials, policy makers, system leaders, administrators, community stakeholders, providers, researchers, youth and adults, and family members from each of the six states to guide the New England MHTTC’s activities.
Resilience and recovery are based on respect.

Resilience and recovery emerge from hope.

Resilience and recovery are family- and person-driven.

Resilience and recovery occur via many pathways.

Resilience and recovery are community-based and promoted through collaboration.

Resilience and recovery are holistic.

Resilience and recovery are supported by peers and allies.

Resilience and recovery are supported through relationships and social networks.

Resilience and recovery are culturally-based and influenced.

Resilience and recovery are supported by addressing trauma.

Resilience and recovery involve individual, family, and community strengths and responsibility.
Upcoming Events

**JUN 03**
Collective Citizenship in Action: Peer to Peer Community Building
This webinar will discuss the foundations of collective citizenship framework and some ideas for

**JUN 15**
What will schools be like next year? Visioning for the Future of Education - 3-part Series
Join the authors of Visioning Onward for inspiration, insights, exercises, and Q&A to prepare you to

**JUN 24**
EPLC Online Discussion Series | Payment Decision Support Tool for Coordinated Specialty Care
6/24 Session - Sustained implementation of Coordinated Specialty Care (CSC) calls for innovative

Visit [www.mhttcnetwork.org/newengland](http://www.mhttcnetwork.org/newengland) to register.
Outreach, Outreach, Outreach

- Newsletter
- Twitter: Follow us and retweet our posts (@NE_MHTTC)
- Facebook: Like and share our posts (Facebook.com/NewEnglandMHTTC)
- Products, Curriculum, Materials

Share MHTTC information with your networks by distributing flyers, sharing on your website, including announcements in newsletters, talking about MHTTC at staff meetings, etc.
To learn more about us
https://mhttcnetwork.org/centers/new-england-mhttc/home