DOING THE NON-NEGOTIABLE WORK:
Building Systemic Consciousness & Capacity for More Effective Family & Community Partnerships

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WELCOME
Mingle, Pair, Share:

• What topic(s) should we, as a nation, be engaging in critical conversations about, when it comes to Public Education? What roles do families & communities play in these conversations?

Wall of Hope:

• Complete your Hope Card
• Take a selfie with your hope card and tweet it to #hopeforeducation
• Paste your card on the Wall of Hope
• Read & discuss other people’s Hope Cards
• Gain knowledge and practice of tools that facilitate honest conversations about deep-seated challenges that perpetuate inequities in schools and communities

• Understand how our personal narratives influence how we lead, engage and partner

• Distill best and promising practices from analyzing real life case studies of how system level leaders have elevated the importance and role of family and community partnerships as an essential component for improvement and transformation—taking into consideration the social and political constructs and realities

• Engage in aspects of a design process aimed at drafting stages of an action plan for how to strategically elevate or improve family and community partnerships within participants’ respective contexts
<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
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<tbody>
<tr>
<td>3:30-3:40</td>
<td>Welcome, Framing, Brief Introductions</td>
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<tr>
<td>3:40-4:00</td>
<td>Public / Personal Narrative</td>
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<tr>
<td>4:00-4:10</td>
<td>Dual Capacity-Building Framework for Family &amp; Community Engagement</td>
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<tr>
<td>4:10-4:25</td>
<td>Practicing Courageous Conversations</td>
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<td>4:35-4:45</td>
<td>Commitments, Reflections &amp; Closing</td>
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• Stay Engaged
• Speak Your Truth
• Experience Discomfort
• Expect and Accept Non-Closure
• Assume an Inquiry Mindset

Singleton, G., & Linton, C.
GETTING TO KNOW EACH OTHER

Share (pairs or small groups)

• Your name
• Your organization
• What brought you to this session
• Your hope for public education
• What sustains you in your work?
CULTIVATING COMMUNITY

How do you cultivate & sustain relationships with members of your community? WHY is it important?
3 Parts of Public Narrative

- **Self**: Invites others to be in relationship with you
- **Us**: Invites others to join your community
- **Now**: Invites others to take Action

Source: Marshall Ganz
• **Individual Time**: Choose one of the questions below to reflect on:
  
  • Who am I as a cultural being?
  
  • Why is my personal relationship with race, equity, and critical consciousness important as I make system-level decisions? As I cultivate family and community partnerships?
  
  • What am I hoping to transform in myself, in order to exercise real leadership for more effective family and community partnerships?

• **Pair / Share**: with your partner, share your story (3 min per person)

• **Whole Group Share-Out**: Choose one of the questions to share (1 min/person)
### SELF, US, NOW

<table>
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<th>Activity</th>
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<tr>
<td>Beginning of school activities (convocation, etc.)</td>
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<tr>
<td>Entry/Transition Process (new role/position)</td>
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<td>Strategic Planning Process</td>
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<td>Team Meetings</td>
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<td>Engagement Opportunities</td>
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GROUNDING THE WORK (RESEARCH, POLICY & PRACTICE)

Dual Capacity Framework for Family-School Partnerships
GROUNDING OURSELVES: DUAL CAPACITY-BUILDING FRAMEWORK FOR FAMILY-SCHOOL PARTNERSHIPS

Capacity Building “4Cs”
- Capabilities (skills & knowledge)
- Connections (Networks)
- Cognitions (Beliefs)
- Confidence (Self-Efficacy)

Process Conditions:
- Linked to Learning
- Relational
- Developmental vs. Service-Oriented
- Collaborative
- Interactive

Organizational Conditions:
- Systemic
- Integrated
- Sustained

School and Program Staff who can
- Honor and recognize families’ funds of knowledge
- Connect family engagement to student learning
- Create welcoming, inviting cultures

Families who can negotiate multiple roles
- Supporters
- Encouragers
- Monitors
- Advocates
- Decision Makers
- Collaborators

Effective Family–School Partnerships Supporting Student Achievement & School Improvement

Source: Mapp, K. & US DOE
ONE SYSTEM’S FAMILY & COMMUNITY ACTION PLAN

1. Develop Learning-Focused Family & Community Partnerships
   - Embed family and community engagement into the core processes and day-to-day work of the district and schools.
   - Collectively identify and promote practices that connect families and partners to learning outcomes and goals of students.
   - Build the capacity, trust, and engagement of all participants in the school-family-community arena.
   - Seek the shared commitment and investment of the entire community.

2. Address Community Challenges That Impact Students

3. Strengthen School Governance Councils
   - Strengthen and contribute to stronger schools and communities.

Positively impact achievement, attendance, and behavior.
• WHY are we here?
• WHAT is your personal experience with family & community partnerships?
• WHAT are your beliefs about family & community partnerships
• WHAT are the beliefs held in your community about family & community partnerships? What do those in positions of authority/power believe, practice?
TOOL FOR THE JOURNEY: COURAGEOUS CONVERSATION COMPASS

Source: Singleton, G., & Linton, C.
Individual Reflection:

- Where do you typically/mostly enter the compass?
- How does this impact the way you engage in critical discourse/consciousness?
- What are the connections to your work, as pertaining to family and community partnerships

Group Reflection:

- Pick one topic as a small group:
  - Charter Schools
  - Vouchers
  - Public School Funding
  - School Choice
  - School-to-Prison Pipeline (discipline, etc.)
  - School Integration
- Discussion Questions:
  - Where do you enter the compass when you consider this topic?
  - How does your perspective expand as you learn about where others enter?
INQUIRY/DECISION MAKING PROTOCOL

Who are the groups impacted by the decision / practice / policy?

How is the “system” ensuring that those most impacted have a significant voice/role in defining the challenges, developing solutions, & making decisions?

How Is the decision / practice / policy ignoring or reproducing existing challenges?

What’s the process and/or accountability protocol to mitigate unintended consequences of decisions/policies/practices & ensure stakeholders’ engagement?
BUILDING CRITICAL CONSCIOUSNESS & CAPACITY AT THE SYSTEM LEVEL

Structures

- Superintendent’s Parent Advisory Council
- Superintendent’s Principal Advisory Council
- Superintendent’s Teacher Advisory Council
- Community Conversations / Family-Friendly Schools
- Board/Governance Training
- Multi-Level System Training
## Seven Languages for Transformation

### Internal Languages

- Language of **complaint** $\rightarrow$ Language of **commitment**
- Language of **blame** $\rightarrow$ Language of **personal responsibility**
- Language of **New Year’s resolutions** $\rightarrow$ Language of **competing commitments**
- Language of **big assumptions that hold us** $\rightarrow$ Language of **assumptions we hold**

### Social Languages

- Language of **prizes and praising** $\rightarrow$ Language of **ongoing regard**
- Language of **rules and policies** $\rightarrow$ Language of **public agreement**
- Language of **constructive criticism** $\rightarrow$ Language of **deconstructive criticism**

Source: Kegan, L., & Lahey, L.
Reflect, Observe & Listen – what languages are being used in your community? Where are there shifts in language? What impact might the shifts engender?

Prompt – Identify and share examples of how you have shifted your internal or social language practice, with an aim to bring about more effective family & community partnerships.
COMMITMENTS

**Individual Reflection (writing):**

- What is my personal definition of family and community partnerships in education?
- What will I (specifically) do to ensure I stay committed to building more effective family and community partnerships in my system/context?

**Whole Group:**

- What would a collective commitment to family and community partnerships look like?
“There isn’t just one tool or one framework we use to engage in this work.”

Tools

- Public/Personal Narrative
- Courageous Conversation Compass
- Dual Capacity-Building Framework for School-Community Partnerships
- Inquiry Protocol (for decision-making, policies and practices)
- Seven Languages for Transformation
SOMETHING INSIDE SO STRONG

The higher you build your barriers
The taller I become
The farther you take my rights away
The faster I will run
You can deny me
You can decide to turn your face away
No matter, cos there's....

Something inside so strong
I know that I can make it
Tho' you're doing me wrong, so wrong
You thought that my pride was gone
Oh no, something inside so strong
Oh oh oh oh oh something inside so strong

The more you refuse to hear my voice
The louder I will sing

You hide behind walls of Jericho
Your lies will come tumbling
Deny my place in time
You squander wealth that's mine
My light will shine so brightly
It will blind you
Cos there's......

Something inside so strong
I know that I can make it
Tho' you're doing me wrong, so wrong
You thought that my pride was gone
Oh no, something inside so strong
Oh oh oh oh oh something inside so strong
SOMETHING INSIDE SO STRONG

Brothers and sisters
When they insist we're just not good enough
When we know better
Just look 'em in the eyes and say
I'm gonna do it anyway [x4]

Something inside so strong
And I know that I can make it
Tho' you're doing me wrong, so wrong
You thought that my pride was gone
Oh no, something inside so strong
Oh oh oh oh oh something inside so strong

Brothers and sisters
When they insist we're just not enough
When we know better
Just look 'em in the eyes and say
I'm gonna do it anyway [x4]

Because there's something inside so strong
And I know that I can make it
Tho' you're doing me, so wrong
Oh no, something inside so strong
Oh oh oh oh oh something inside so strong
Quaker Style Reflection

“I used to think and now I think”
or
“I used to think and now I know”
## REFLECTIONS

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<tr>
<td>What worked well today? What helped your learning?</td>
<td>What do you wish had been different? What would have enhanced your learning?</td>
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