

KLSD Learning Café: The John Jay mascot and how we move forward together

OCTOBER 28, 2019

Previous Learning Cafés

Spring 2016 - Assessments in School

Fall 2016 - Our Learning Commitment

Spring 2017 - Our Learning
Commitment

Fall 2017 - When the News Enters the
Classroom

Spring 2018 - Intellectual
Engagement in the Classroom

Fall 2018 - Feedback: In School & At
Home

Spring 2019 - Diversity: In School, at
Home, in our Community

What is a Learning Café

- ▶ A community conversation on a complex issue
- ▶ Structured to include many voices
- ▶ Two way sharing of information and understanding
- ▶ Provides District with feedback for further reflection

Structure of a Learning Café

- ▶ 3 short presentations
- ▶ 3 rounds of conversations - different groups each time
- ▶ Note takers at each table so District holds on to:
 - ▶ The conversations
 - ▶ The thinking
 - ▶ The feedback

Tonight's Rounds

Introduction

Round 1: Claims &
Counter-Claims

Round 2: Untangling
Intent from Impact

Round 3: Moving forward

Ground Rules

- ▶ Assume good intentions
- ▶ Model the respect you would want
- ▶ Know that many in the room may feel discomfort
- ▶ Trust that trying to understand someone else's point of view does not require you to give up your own

Instructional Leaders:

- ▶ **Michelle Gaudio**
- ▶ **Linda Pickett**
- ▶ **Judy McCormick**
- ▶ **Lisa Burroughs**
- ▶ **Paul Crivelli**
- ▶ **Anna Loeb**
- ▶ **Mark Grossman**
- ▶ **Judy McBride**
- ▶ **Annmarie Lipinsky**
- ▶ **Kimberly Buckley**
- ▶ **Pat Vetere**
- ▶ **Jill Walsh**
- ▶ **Jesse Weiss**

What tonight is NOT about:

- ▶ The name of our schools – John Jay
- ▶ Our school colors
- ▶ The many ways we remember history – statues, the names of roads and towns, etc.
- ▶ Winning or losing an argument

What tonight is about:

- ▶ Native American mascots
- ▶ Navigating difficult conversations
- ▶ Educating & preparing our students for social and civic engagement
- ▶ Moving forward through change respectfully and compassionately



Round One – Claims & Counter-Claims

When the goal is to turn a difficult conversation into a learning conversation, we first put judgement aside and focus on understanding

Round One – Claims & Counter-Claims

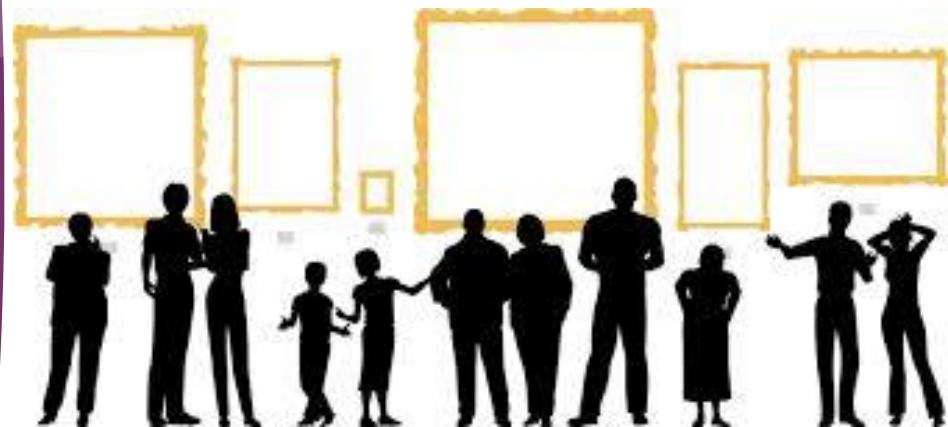
Working to understand all perspectives:

- ▶ Around the table, one statement per person per round:
 - ▶ "I support retiring the mascot because ..."
 - ▶ "I support maintaining the mascot because ..."
- ▶ Use chart paper – create T-chart – placing claims and counter-claims side by side
- ▶ Use reference materials to find additional claims, whether they are the opinions of those at the table or not
- ▶ Hang your poster

Charting our thinking

	<u>Claims</u>	<u>Counter-claims</u>
<u>Keeping the Mascot</u>		
<u>nging the Mascot</u>		

Gallery Walk



gain a new
PERSPECTIVE

find a new
SEAT



Round Two: Untangling Intent from Impact

- ▶ What do we mean by this?
- ▶ Why is it important in schools?
- ▶ How does it relate to the mascot conversation and decision?

What do we mean by this?

The entangling of intentions and impact is at the heart of many, if not all, difficult conversations

- A. I'm hurt by what you said, so you must be out to get me.
 - a) If your intentions are bad, you're a bad person.
- B. I'm trying to help you, so you shouldn't be hurt by what I say and do.
 - b) If you are hurt by my good intentions, you don't understand.

Intent/Impact Mistakes:

1. Our assumptions about intentions are often wrong
2. Good intentions don't sanitize negative impact

We judge ourselves by our intentions



We judge others by their impact

Why is this important in schools?

- ▶ An increasingly polarized world
- ▶ The importance of being able to listen to and learn from others
- ▶ The need to collaborate in increasingly diverse groups

Why We Still Need Public Schools: Public Education for the Common Good

Center on
Education Policy,
2007

Six main themes:

1. To provide universal access to free education
2. To guarantee equal opportunities for all children
3. To unify a diverse population
4. To prepare people for citizenship in a democratic society
5. To prepare people to become economically self-sufficient
6. To improve social conditions

How does this relate to the mascot conversation/decision?

- ▶ What are the good intentions?
- ▶ What are the negative impacts?
- ▶ At what point does negative impact encourage us to question the relevance of good intentions?
- ▶ At what point does negative impact require a shift in behavior?



**LET'S
MOVE!**[®]

Round Three:
Moving Forward
Together

—



KLSD is not the first and won't be the last to tackle this issue.

Assuming the BOE accepts the administration's recommendation:

- ▶ What are your wishes for our students, schools, and community?
- ▶ What are your worries for our students, schools, and community?
- ▶ What are your ideas for how we best move forward together?

Write your answers on the post-it notes (one per post-it) and add them to the charts around the room



Thank you for
joining us!

TRAVEL SAFELY HOME