

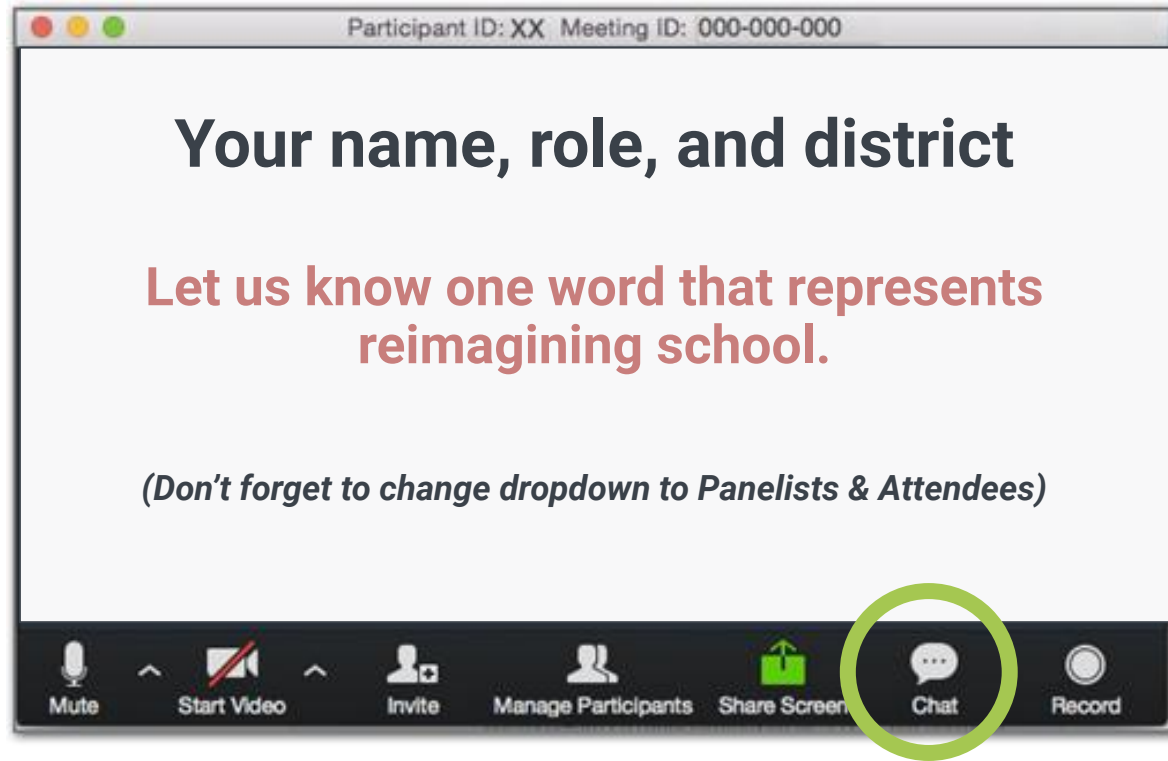


# Part 2: Boldy Reimagining What is Possible

Webinar :: June 16, 2020

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# WELCOME! INTRODUCE YOURSELF IN THE CHAT!



# How are you feeling about return planning for 2020-2021?



1

"Return what?  
I just survived  
virtual  
graduation!"



2

"I have been thinking about it but  
haven't shared anything with anyone..."

3

"Team has met  
and thought  
about big  
rocks!"



4


"We are moving  
and want to get our  
whole community  
caught up!!!"

# Introductions



David Hardy  
Managing Partner  
 @DavidHardyJr



Andrea Goetchius  
Associate Partner  
 @AndreaGoetchius

# A Responsive Approach To Return Planning

Sensemaking

Short-Term  
Response

Medium to  
Long Term  
Response

Return  
Planning

Community  
Preparedness



**Returning** | Determine multiple paths for a return in SY 2020-2021, with the expressed intent to address the needs of all students.



**Reimagining** | Rethink the way learning and teaching are designed so that the entire district community can thrive.



**Revamping** | Build agile and responsive practices to support all students and families in a time of crisis.

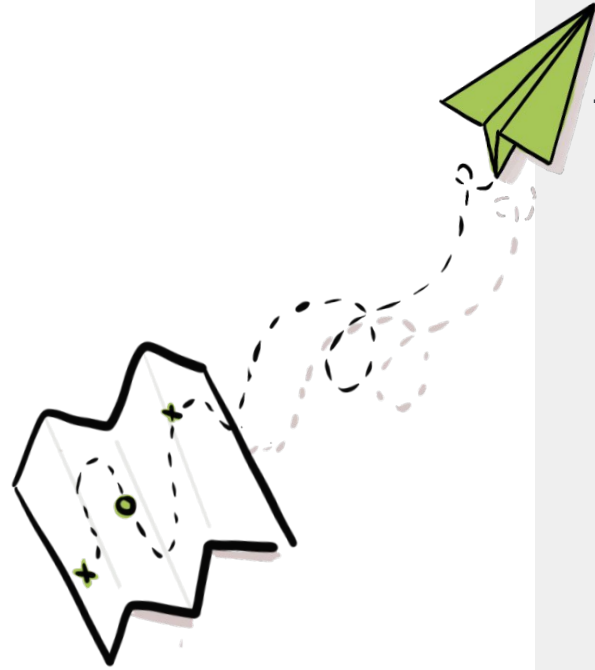
*Transitional emotions: exhaustion, despair, ambiguity, hope, endurance, motivation, inspiration, uncertainty*

# RETURN IS

Determine multiple paths for a return in SY 2020-2021, with the expressed intent to address the needs of all students. We do this by following these steps:



# REIMAGINING IS



Rethink the way learning and teaching are designed so that the entire district community can thrive.

We do this by implementing these levers:



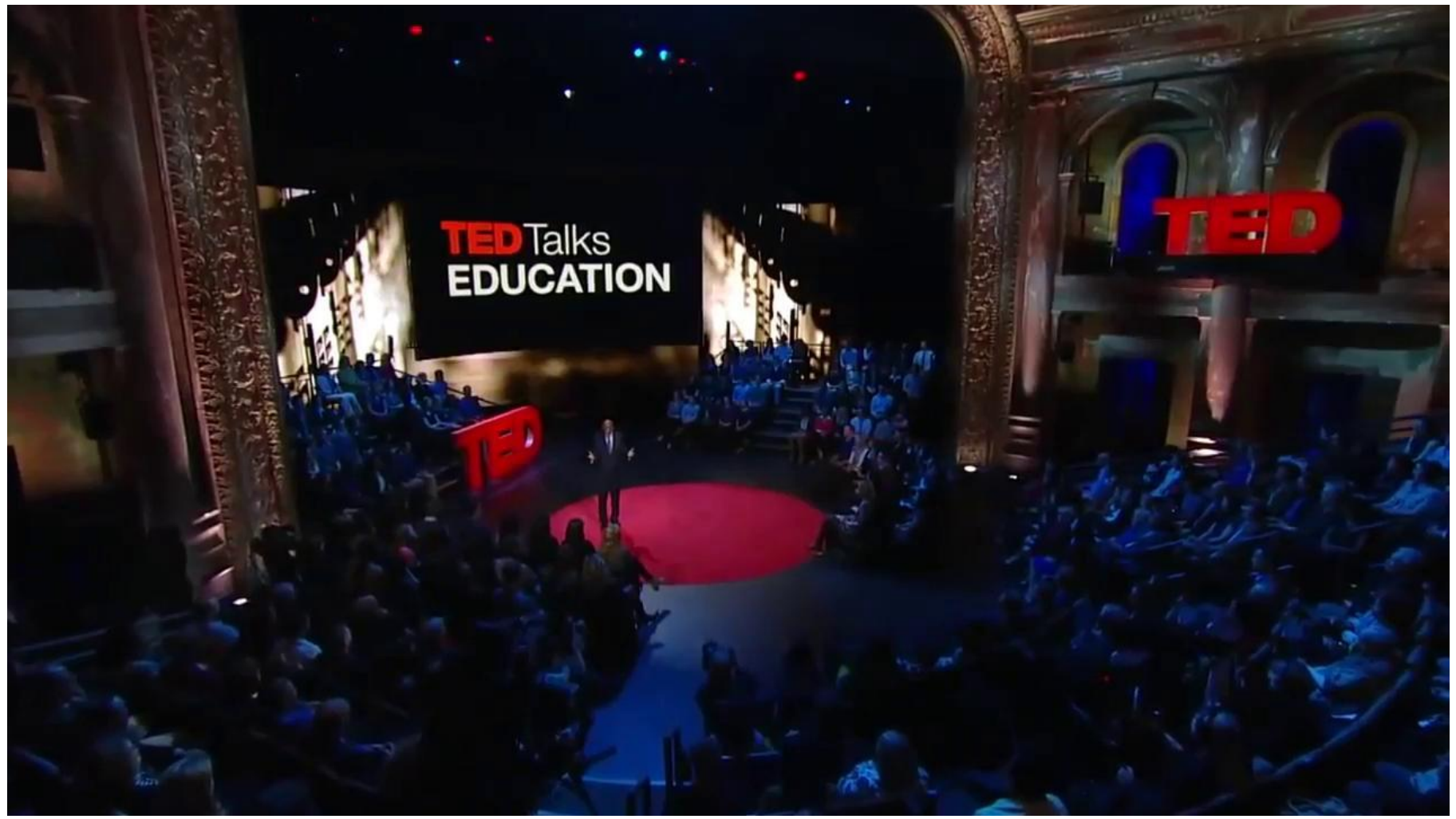
**CONNECT**  
to our challenges



**INCLUDE**  
our community



**CREATE**  
solutions





# What has changed?





If we think about this crisis as a sifting process, it really is a rare opportunity for us to sift through our own lives, our communities, our connection and to think about: what is the most essential?

- Golriz Lucina, Co-Founder + Head of Creative at Soulpancake

Inequity is a  
product of design



Inequity is a  
product of design

**It can be  
redesigned.**



# Recent Attempts To Achieve Equity

## SYSTEMS REDESIGN

If we want school systems to improve, we must improve the foundational systems that run them. By making better ways for things to get done, the more people will be successful.

### SCHOOL REDESIGN

The rise of the charter school movement in the early 2000s was an attempt to eliminate some of the educational gaps by stripping away bureaucracy while adding expectations

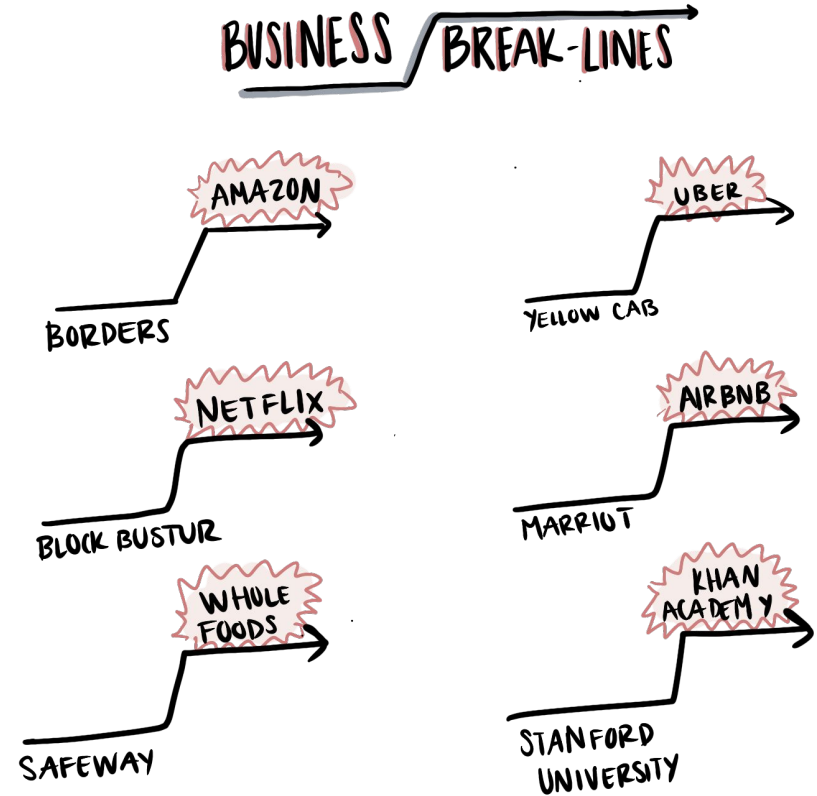
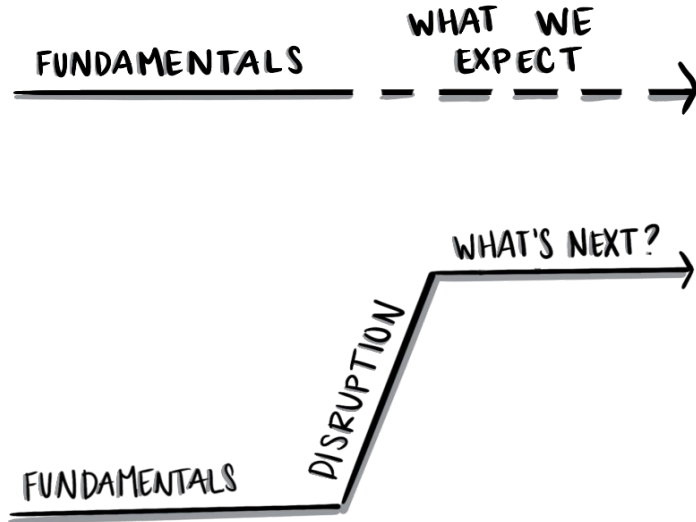
### CLASSROOM REDESIGN

Even though No Child Left Behind Act has come and gone, schools and teachers continue to spend millions trying to differentiate instruction with dozens of programs aimed to improve achievement.

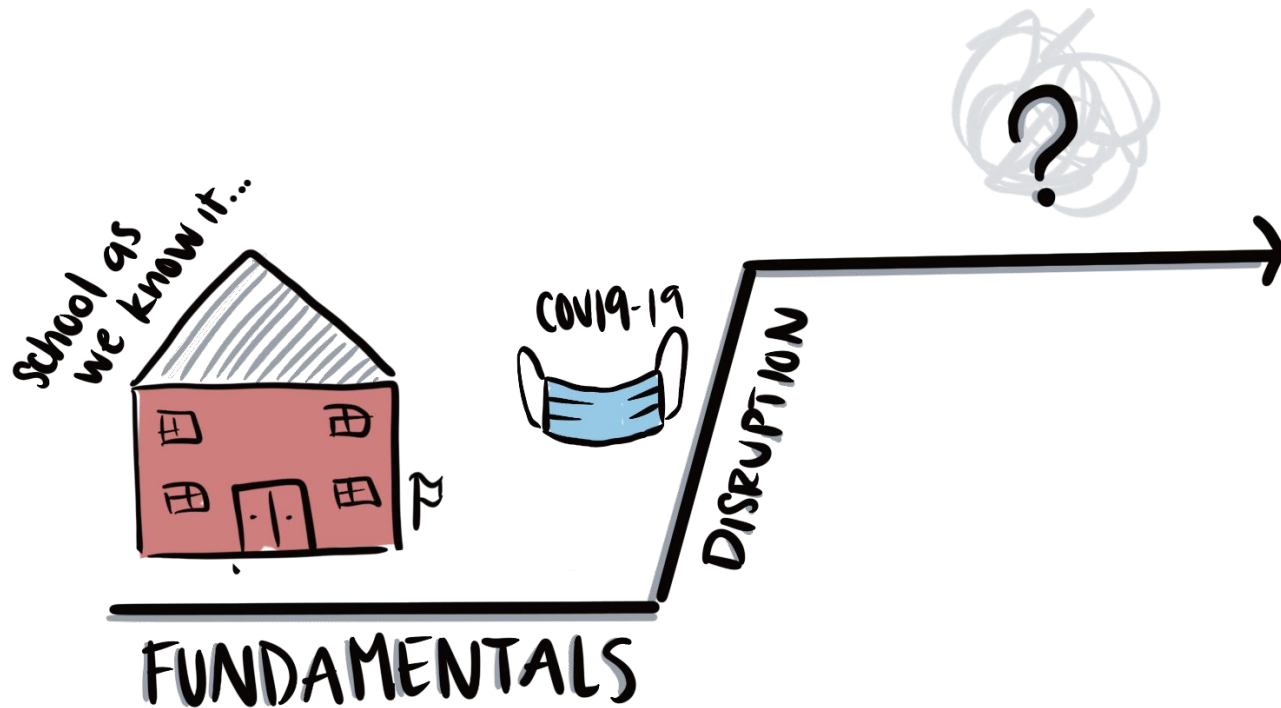
## FOUNDATION OF INEQUITY



# Disruption and Innovation



# So let's reimagine!






# 2-minute Break

Share your aha's, insights or questions to continue the conversation on Twitter

**#ReimagineSchool** @edelements

**David Hardy**

 DavidHardyJr

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**Andrea Goetchius**

 AndreaGoetchius

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We will talk about HOW but first  
we must talk about WHY

# VALUES THAT GUIDE REIMAGINING





**Our definition:** Educational equity is the systemic recognition that our current racial and socioeconomic learning gaps are a result of deliberate action, and therefore require that a greater amount of attention and resources are dedicated to addressing biases and intentionally infusing anti-racist ideologies that advance the eradication of such barriers.

**Our charge:** We can design equitable systems by co-creating these systems **WITH** our communities rather than **FOR** them. This cannot occur absent of individual anti-racist work.



**Our definition:** The ability to remain nimble while providing structure and consistency. According to McKinsey, an agile organization is “[designed for both stability and dynamism] and is a network of teams...that operates in rapid learning and fast decision cycles.

**Our charge:** We want to help school districts operate with the agile mindset of deciding and moving forward with what is “safe enough to try”



**Our definition:** Prioritizing the mental and physical well-being of students, staff, and families, regardless of physical location.

**Our charge:** We design systems that ensure the physical and mental health of our community by

- Remaining informed on the local, state, and federal guidance regarding reopening
- Engaging in ongoing conversations with our stakeholders to directly ask them to identify their needs
- Creating systems to support and help people process the collective trauma we have endured



## CAUTION:

These values **should not compete** with one another. **We cannot risk reverting back** to old, comfortable, and stable systems that did not serve our community. While a safe return to school is paramount, **it is time to boldly reimagine** to meet the needs of ALL students.

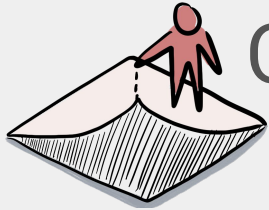


**POLL:**  
Which value has been top of  
mind for you?



Ok now let's will talk about the  
HOW

# Our Approach to Reimagining



**CONNECT**  
to our challenges



**INCLUDE**  
our community



**CREATE**  
solutions

# CONNECT



A big part of connecting to the challenge is certainly empathizing with the community; it is also understanding the circumstances that have created the challenge on the macro and micro level.

**You do this by:**

1

Determine the information do you need to collect

2

Decide from whom you need the information

3

Distinguish decision-makers from contributors and consultants.

4

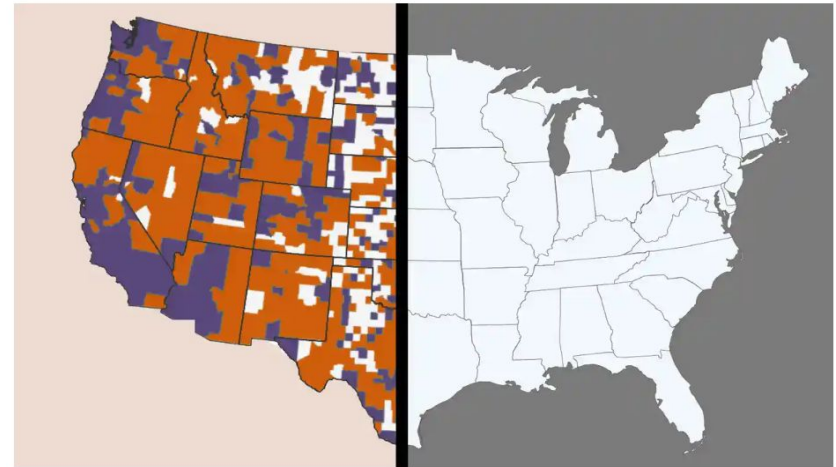
Engage to identify your problem statement.

# Connect

- **Empathize and Realize:** Who is the most impacted by the challenge and in what ways?
- **Uprooting the challenge:** How is the challenge presenting itself? In what ways and how widespread is the challenge and/or obstacles?
- **Starting with why:** Why does *this* matter? What issues does this challenge raise?
- **Understand internal bias:** What perspectives do I hold of others? How does my bias present itself?

## US's digital divide 'is going to kill people' as Covid-19 exposes inequalities

Exclusive research shows drop in connectivity is impacting rural and urban areas with populations already underserved by the medical system or racked with poverty



▲ The internet is key to accessing information about the coronavirus. Human Rights Watch says closing the digital divide was necessary to preserve human rights during the outbreak. Illustration: Guardian Design/The Guardian

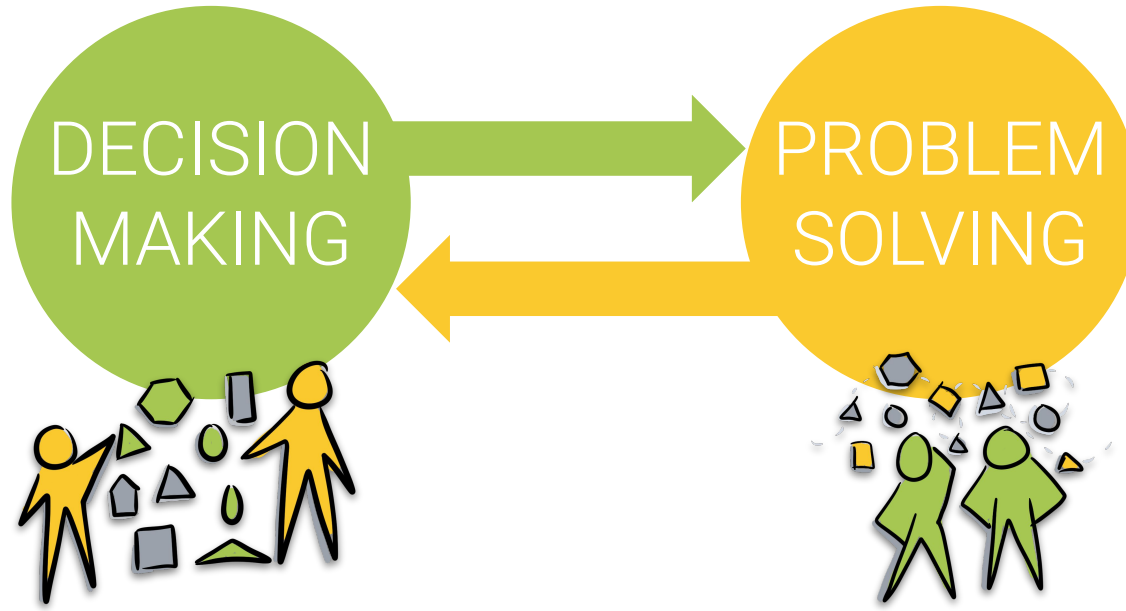


## IN THE CHAT:

What is one challenge you know you will have to 'connect' with before you return to school this fall?

# INCLUDE

Including stakeholder is essential in any strategic endeavor. There are two ways to engage your community.



# Include

- **Creators of Decision Makers:** Who sits at your table? Whose voices will represent the group(s) most impacted by the challenge?
- **Motivation conversation:** How do we include people in the process?" What is the role of the individuals at the decision making table?
- **Making inclusive decisions:** Now what? How do you take this table to create future solutions? How will decisions be made? What is communicated from this decision table?



jack  
@jack



\$10mm to give EVERY single child in Oakland access to a laptop and internet in their homes, closing the digital divide. Heard Mayor [@LibbySchaaf](#) and [@OUSDNews](#)' call and funding immediately. Thank you! [twitter.com/LibbySchaaf/st...](https://twitter.com/LibbySchaaf/status/1258444444444444444)

Libby Schaaf  @LibbySchaaf

Meet Jessica. She is one of the 25,000 Oakland students who lack consistent access to the internet or a computer. Every student deserves the ability to learn from home. That's why we are launching #OaklandUndivided, a \$12.5M plan to close the digital divide for good.

Jessica

Oakland All City Council  
Oakland Youth Advisory  
Board  
11th Grader, Skyline HS



6,231 10:00 AM - May 15, 2020 · California, USA



1,417 people are talking about this





## IN THE CHAT:

"Someone we always invite is

\_\_\_\_\_

Someone we don't always  
invite is \_\_\_\_\_"



# CREATE

Stakeholder engagement will equip you with ideas, preferences and some clarity on what your community needs. From there, you have used that data to define and frame the underlying challenges or problems that need to be solved with your prototypes.



Generate a diverse set of prototypes

Engage in preliminary “testing” of your prototypes through conversation

Create a clear theory of action and measure for success

# Create

- **Design at the margins:** Who does this prototype serve? Whose needs are unaccounted for? Does this prototype create inclusion and belonging for all stakeholders?
- **Make the invisible visible:** What assumptions might we be making as designers? Are we still upholding underlying systems of inequity?
- **Speak to the future:** Does this prototype promote new, equitable ideas or simply restate existing systems that were never designed to serve all students?

## Creativity in crisis: WiFi buses narrow the digital divide

'We look at this implementation not just for COVID-109 but beyond that'

By: [Matt Zalaznick](#) | April 27, 2020





## IN THE CHAT:

What did you or another district do this spring that accelerated innovation and helped close the equity gap? "

# Some of the BIG ROCKS of Return

**Health & Safety:** How might we minimize the risk of illness?

**Culture:** How might we maintain a positive work culture during uncertainty?

**Instruction:** How might we ensure all students have access to high-quality instruction?

**Staffing:** How might we hire and maintain staff virtually who are prepared to tackle distance learning?

**Wellness:** How might we meet the social and emotional needs of staff and students who have experienced trauma?

**Operations:** How might we create processes and systems that reflect our values and need for flexibility?

**Finances:** How might we align spending to support our values & the systems we want to create?

Within each ROCK there are opportunities for you to reimagine to reach a more equitable world.

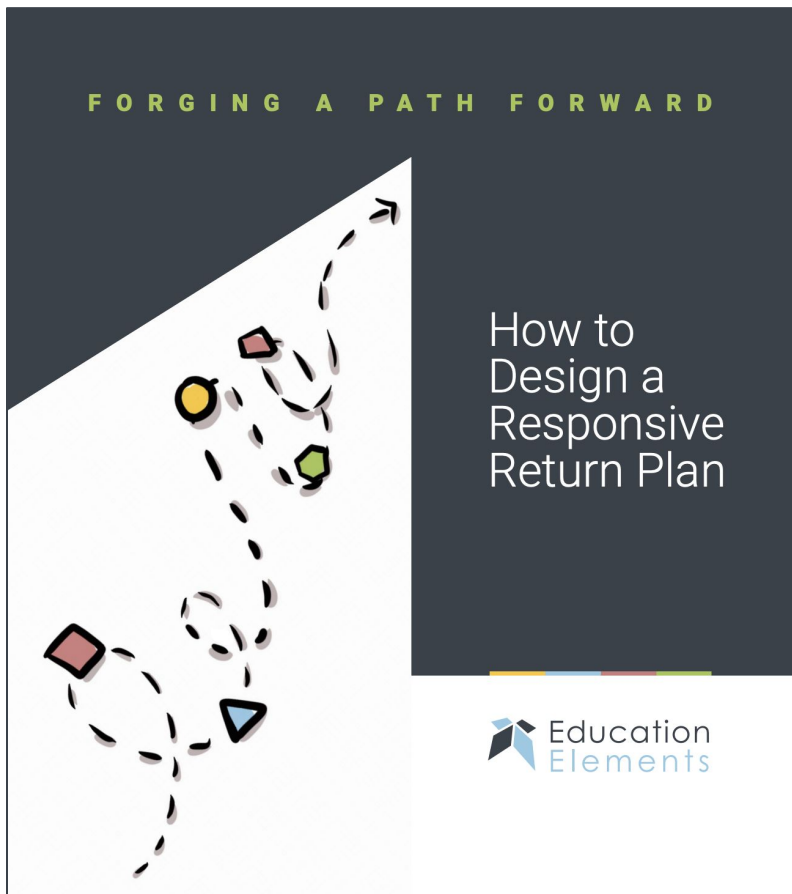


# HOW CAN WE HELP





# NEW Resource: How to Design a Responsive Return Plan



This guide presents the Education Elements philosophy on how to use responsive practices to plan your district's return and provides a four-step process for examining multiple return scenarios given considerable uncertainty and unknowns.

<https://bit.ly/return-plan-guide>

STEP  
1

IDENTIFY  
KNOWN AND  
UNKNOWN

STEP  
2

BUILD  
SCENARIOS

STEP  
3

RECOGNIZE  
CONSISTENCIES  
AND PRIORITIZE

STEP  
4

COMMUNICATE



# Thank You!

Stay safe, stay healthy!

Access today's slides: **ADD  
LINK TO SLIDES (bitly)**

Connect with Education Elements on social media to continue the conversation, or subscribe to our blog for more resources about educating through COVID-19.



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[www.edelements.com/blog](http://www.edelements.com/blog)



# VIRTUAL EVENTS 2020

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Go Here to Learn More and Register:  
[bit.ly/virtual-events-2020](https://bit.ly/virtual-events-2020)

**JUNE 16 - 18**

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Designing Schools for  
Learning Continuity  
Conference

*Recordings Available for  
passed events*

**MAY 13 - 14**

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Designing Student-Centered  
Learning

**JUNE 3 - 4**

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Responsive Team Habits in  
the Age of COVID-19



A FREE WEBINAR SERIES & RESOURCES

# EDUCATING BEYOND COVID-19

Forging a Path forward in k-12

- A FREE WEBINAR Series
- Downloadable Resources
- 1:1 office hours
- Facilitated coffee chats
- Virtual events



Remote  
Work



Leadership  
& Equity



Return  
Planning

# Why Equity?

## System Redesign

If we want school systems to improve, we must improve the foundational systems that run them. By making better ways for things to get done, the more people will be successful.

## School Redesign

The rise of the charter school movement in the early 2000s was an attempt to eliminate some of the educational gaps by stripping away bureaucracy while adding expectations

## Classroom Redesign

Even though No Child Left Behind Act has come and gone, schools and teachers continue to spend millions trying to differentiate instruction with dozens of programs aimed to improve achievement.

## Foundation of Inequity

- ➔ **Employment bias**
- ➔ **Access to quality food**
- ➔ **Access to housing**
- ➔ **Race Relations**

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# Big Disruption Have Led to Big Innovations

