

Belonging

Session One



**National
School
Redesign
Showcase:**
**You are
Invited to
Co-create
with Us**

How might we create schools that are joyful spaces where we want to be?



Agency

the ability to take action and/or choose what action to take.



Belonging

being accepted as you truly are and as an equal participant in how things are created.



Connectedness

engaging in meaningful activities with supportive adults & peers where you are seen, heard, and valued.

A Timeline for our Network

1. Form a team consisting of students, teachers, leaders, family and other community members.
2. Designate a contact person.
3. Commit to engage in 3 design sessions (synchronously or asynchronously) between September 2023 and January 2024.
4. Share your experience with other schools involved in this design opportunity in February 2024.
5. Selected teams will travel to Washington, DC in May 2024 for an all-day session with other design teams and congressional, US Department of Education, and White House Domestic Policy Council staff.



Who is in this session?

Each school team will have 7 minutes in a breakout room to decide what your team would like to share about why your team is joining this design team opportunity?

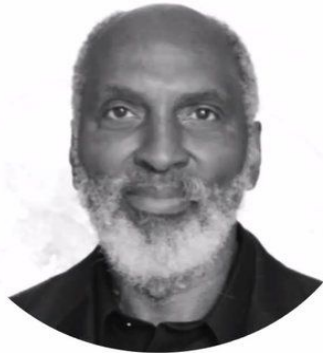
When we return to the main room, we would like to hear your reason and for each of you to introduce yourselves.

Share out

Please introduce yourselves, and tell the group why your group decided to participate in the design challenge.



Belonging is...



john a. powell

Othering & Belonging Institute,
University of California, Berkeley

With Deepest Gratitude

“**Belonging**, or **being fully human**, means more than having access. Belonging entails being respected at the basic level that includes the right to both co-create and make demands on society.”

Belonging is...



“Belonging is a feeling of security and support when there is a sense of acceptance, inclusion, and identity, for a member of a certain group.”

Cornell University, Diversity and Inclusion

Belonging means having a meaningful voice and the opportunity to participate in the design of political, social, and cultural structures that shape one's life — the right to both contribute and make demands upon society and political institutions.



Belonging

Capacities

- Listening
- Empathy
- Accepted
- Patience

Indicators

- Appreciated
- Validated
- Openness
- Treated Fairly



Othering

Othering is treating people from another group as essentially different and generally inferior to the group you belong to.

Susie Wise



Learning environments cultivate **belonging** for all when they:

Respect each student's identity along multiple dimensions, so that each student feels understood and known as a person and thinker in the environment

Affirm each student's capacity to succeed in the environment by combining high expectations with the feedback and support needed to meet them

Value each student's agency and contributions to the classroom, institution, community, and society



How might we create a school where students and staff feel like they **belong**?

- There is no magic wand
- Schools are social organizations and can create environments that support building authentic relationships



EMPATHIZE

DEFINE

IDEATE

PROTOTYPE

TEST



EMPATHIZE

How might we create spaces and practices that foster **belonging** at our school?

- Is belonging a destination, a practice or both?
- How do we cultivate the skills, flexibility, and muscle to make belonging real?
- How do we balance belonging at our school, for ourselves, and in our community?



**We can explore
how students
experience
belonging on our
campus.**



We can explore how adults experience **belonging** on our campus.



**We can explore how our
community experiences
belonging on our campus.**



Immerse,
Observe,
and
Engage



Empathize: How?

- Without judgement
- With a beginners eyes
- With curiosity
- Optimistically
- Respectfully

Immerse

Immerse yourself in the situation and allow yourself to experience the school day of:

- A student
- A teacher
- A principal
- A volunteer
- A staff member
- A community member



Observe



Observe what the person is doing; how the person is doing it; and what prompted the behavior.

What is the person/s doing?

- Notice what is happening both with the person and the context with the person in which they are functioning within.

How is the person doing it?

- Pretend you are describing the picture to someone not looking at it.

Why is the person doing it that way?

- Take a guess as to why the person may have chosen to do what he/she/they are doing. Form a story, then ask.

Engage

- Seek stories
- Talk about feelings
- Ask “why”



Questions

- Tell me about the last time you...
- What was the best, what was the worst?
- ..And why is that? Can you tell me more about that?



Record your findings



Team Design Time in Breakouts



1. What shadowing experiences might our team want to set up?
2. Are there areas or events we might want to observe or pay attention to?
 - Each team member will conduct three interviews.
 - How will we capture what we see and hear?
 - What questions might we all want to share?

Next Steps



Teams will engage in the immerse, observe, and engage activities including empathy interviews.

- Session #2 November 14, 2023
- Registration link
<https://zoom.us/meeting/register/tJUkf-ypqDIsG91AoT1P-0INw2rewk-pDGwc>
- Closing: one word to describe how you are feeling about today's session.

Trust

Your

Journey

**Onward
& Be Well!**