inflexion

LEADING & LEARNING WORKSHOP

Scan QR Code for workshop materials!

Community-Based Learning for Community Schools:

From Belonging to Agency

COMMUNITY SCHOOLS IMPLEMENTATION

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- Welcome
- CBL Overview
- Seeds & Roots
- What is Community-Based Learning?
- Team Activity
- Reflection
- Closing & Feedback



Objectives

By the end of this workshop you will:

- Define Community-Based Learning (CBL) and its connection to Community Schools
- Understand how relationship-centered environments create belonging and engagement
- Explore how CBL connects standards-based instruction to real-life contexts
- Identify the shifts from traditional instruction to asset-based, relevant learning
- Recognize how CBL supports the whole child and increases student ownership

We encourage you to:

- Stay curious
- Be brave not perfect
- Push past traditional approaches
- Ask questions



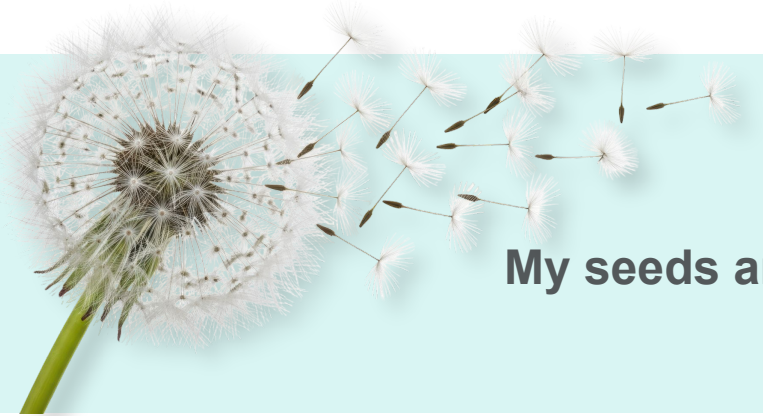
Community-Based Learning for Community Schools:
From Belonging to Agency

Workshop 1	Workshop 2	Workshop 3	Workshop 4
Belonging & Relationships	**Culture & Identity**	**Community Connections**	**Agency & Purpose**
Foundation for learning	*Assets that shape instruction*	*Real-world relevance*	*Student empowerment and leadership*
Sept. 29	**Nov. 17**	**Feb. 2**	**Mar. 4**


BUILDING COMMUNITY

Building Our Community

Seeds: Where do your ancestors / your family members come from?



My seeds are from…

Roots: Where are you now? Where do you consider home?



My roots are…

Building Our Community



My seeds are from…

Sample: My seeds are from Jerez, Zacatecas and Torreon, Coahuila Mexico.



My roots are…

Sample: My roots started in Compton but then sprouted in Carson and are now firmly grounded in La Mirada, California.

Circle Up

- Everyone stand
- Whip around your table sharing your “seeds” and “roots”
- Listen for any connections or new information about your table mates



Connecting Activity: Time to Write

Think about a time when you experienced learning that was ***connected to your community*** (from the perspective of a student, an educator, a parent, etc.).

- Explain the learning experience.
- What do you remember?
- Was the experience meaningful? Why or why not?
- How are you defining/ thinking about ‘community’?

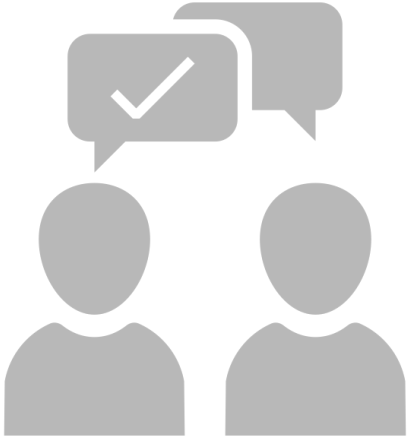




Stand Up - Pair Up - Share

Think about a time when you experienced learning that was ***connected to your community*** (from the perspective of a student, an educator, a parent, etc.).

- Introduce yourself
- Explain the learning experience.
- What do you remember?
- Was the experience meaningful? Why or why not?
- How are you defining/ thinking about ‘community’?





Reflect on this…

What counts as “community”?

Reflect on this...

When you think about “community”, what comes to mind?

Reflect on this...

Where does “community” exist?

Visual Representation

With your team, create a visual representation of “community.” Use words, phrases, pictures.



Gallery Walk and Debrief

As you walk around notice:

- Similarities in responses
- Responses that were surprising
- Values that showed up multiple times



Capacity Building Strategy: CBL Description

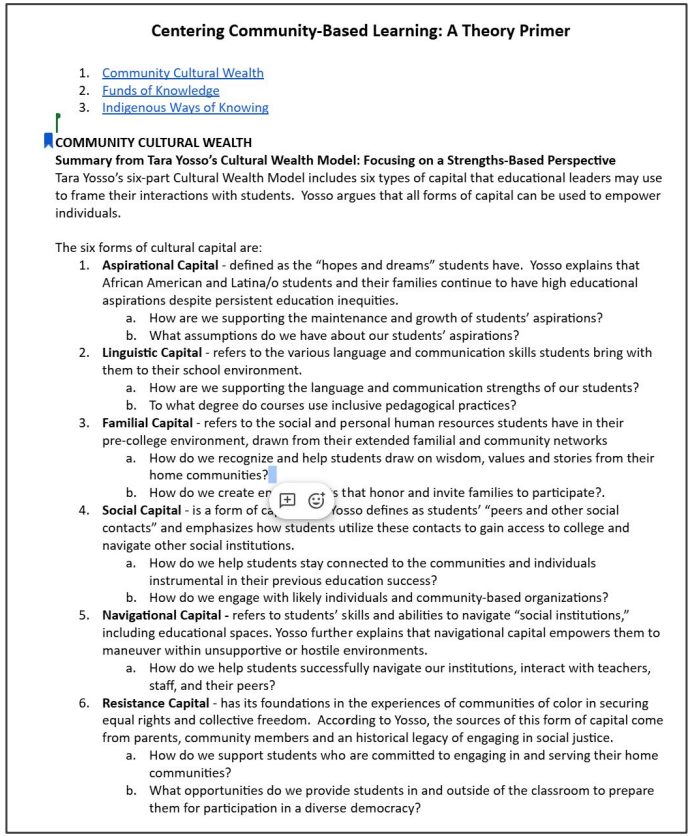
Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. (S-TAC)

CBL Theoretical Framework Reading Activity

Team Jigsaw:

- Number off 1-3 at your tables
- 1: Community Cultural Wealth
- 2: Funds of Knowledge
- 3: Indigenous Ways of Knowing and Being
- Each person reads their section
- Add key ideas to your note-catcher

Be ready to share key points



Centering Community-Based Learning: A Theory Primer

1. Community Cultural Wealth
2. Funds of Knowledge
3. Indigenous Ways of Knowing

COMMUNITY CULTURAL WEALTH

Summary from Tara Yosso's Cultural Wealth Model: Focusing on a Strengths-Based Perspective

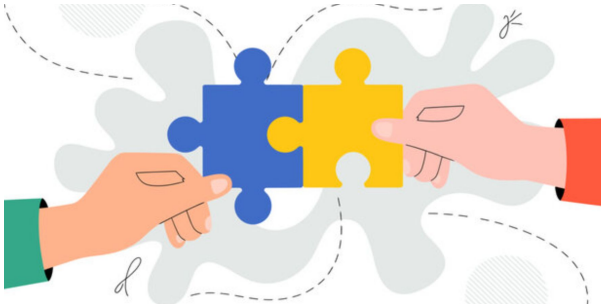
Tara Yosso's six-part Cultural Wealth Model includes six types of capital that educational leaders may use to frame their interactions with students. Yosso argues that all forms of capital can be used to empower individuals.

The six forms of cultural capital are:

1. **Aspirational Capital** - defined as the "hopes and dreams" students have. Yosso explains that African American and Latina/o students and their families continue to have high educational aspirations despite persistent education inequities.
    a. How are we supporting the maintenance and growth of students' aspirations?
    b. What assumptions do we have about our students' aspirations?
2. **Linguistic Capital** - refers to the various language and communication skills students bring with them to their school environment.
    a. How are we supporting the language and communication strengths of our students?
    b. To what degree do courses use inclusive pedagogical practices?
3. **Familial Capital** - refers to the social and personal human resources students have in their pre-college environment, drawn from their extended familial and community networks
    a. How do we recognize and help students draw on wisdom, values and stories from their home communities?
    b. How do we create e[illegible]s that honor and invite families to participate?.
4. **Social Capital** - is a form of ca[illegible]Yosso defines as students' "peers and other social contacts" and emphasizes how students utilize these contacts to gain access to college and navigate other social institutions.
    a. How do we help students stay connected to the communities and individuals instrumental in their previous education success?
    b. How do we engage with likely individuals and community-based organizations?
5. **Navigational Capital -** refers to students' skills and abilities to navigate "social institutions," including educational spaces. Yosso further explains that navigational capital empowers them to maneuver within unsupportive or hostile environments.
    a. How do we help students successfully navigate our institutions, interact with teachers, staff, and their peers?
6. **Resistance Capital** - has its foundations in the experiences of communities of color in securing equal rights and collective freedom. According to Yosso, the sources of this form of capital come from parents, community members and an historical legacy of engaging in social justice.
    a. How do we support students who are committed to engaging in and serving their home communities?
    b. What opportunities do we provide students in and outside of the classroom to prepare them for participation in a diverse democracy?

Share out w/ group

- Take turns sharing out your key ideas
- Add notes to your Note-Catcher



Theoretical Framework: Community-Based Learning

Community Cultural Wealth	Funds of Knowledge	Indigenous Ways of Knowing

Community-Based Learning

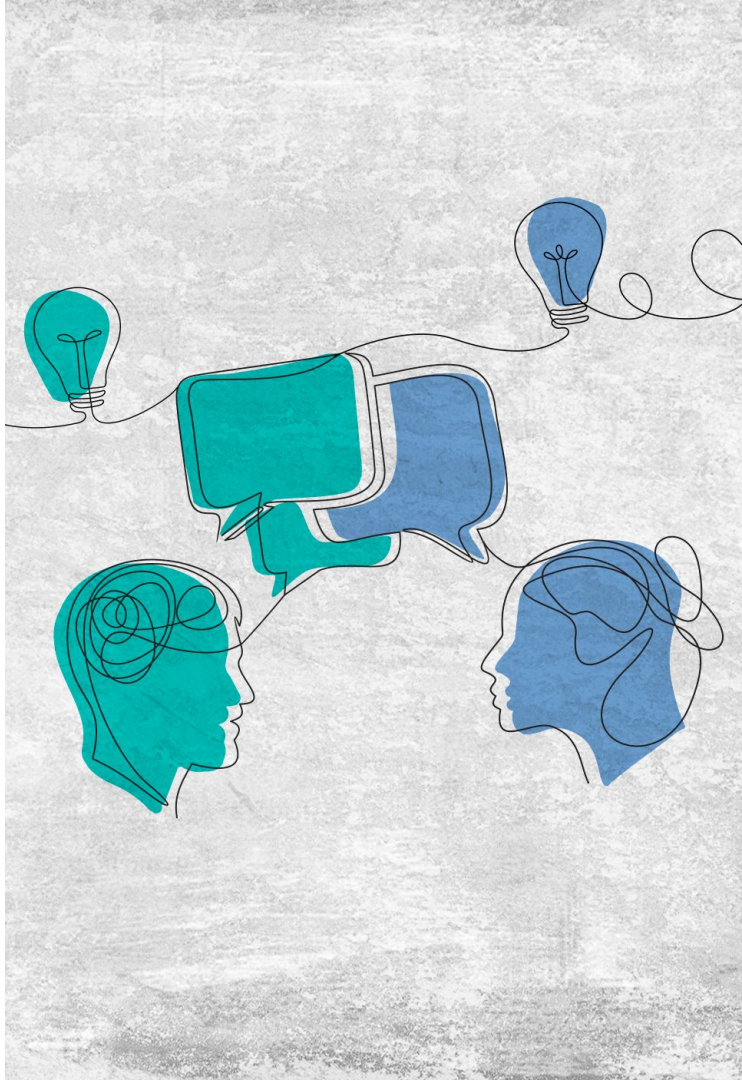
Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

"The community can serve as a resource to help students become **more engaged in learning** and **strengthen connections** between schools and community."

-Jane Quinn and Martin J. Blank

Group Discussion

- What resonated with you?
- What is challenging your thinking?
- What can serve as inspiration for your work?




TIME
FOR A
BREAK

Negation: Defining something by explaining what it is not

He wasn't angry - at least, not in the way people expect anger to look. There were no raised voices or slammed doors, just a quiet stillness that made everyone uneasy. It wasn't explosive. It was controlled, deliberate, and far more unsettling.

Love is not envious or proud.

It does not dishonor others.

It is not self-seeking or easily angered.

Love does not keep a record of wrongs.

Love protects, trusts, hopes and perseveres.

Describe what community-based learning is NOT.

Community-based learning is not…

Rules for quick writing:
Write the entire time.
Write without letting the critic in your head censor you.
Relax: You're not being graded.




RELATIONSHIPS
Move to the music and stop when you have your group of 3.
Wait for further instructions.

Sharing and Affirmations

- Introduce yourselves
- The person who traveled the furthest shares their quickwrite first
- Partners listen deeply and be ready to share an affirmation

"I would like to affirm you by sharing that I value the… you bring to our space."

"What you shared helps me to better understand…

"Thank you for sharing your story with me. Your perspective is so valuable to our community because …

CBL's Alignment with the California Standards for the Teaching Profession (CSTP)



CSTP 1: Engaging and Supporting All Students in Learning

Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student's participation, engagement, connection, and sense of belonging.

Element 1A: Focus on Students

1A: Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning.

CSTP 1: Engaging and Supporting All Students in Learning

Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student's participation, engagement, connection, and sense of belonging.

Element 1B: Knowledge of Students

1B: Teachers elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social–emotional, and physical and developmental capacities, in the service of increasing active engagement in learning.

CSTP 1: Engaging and Supporting All Students in Learning

Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student's participation, engagement, connection, and sense of belonging.

Element 1C: Student Backgrounds and Family Engagement

1C: Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student's learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.

CSTP 1: Engaging and Supporting All Students in Learning

Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student's participation, engagement, connection, and sense of belonging.

Element 1D: Diversity and Equity

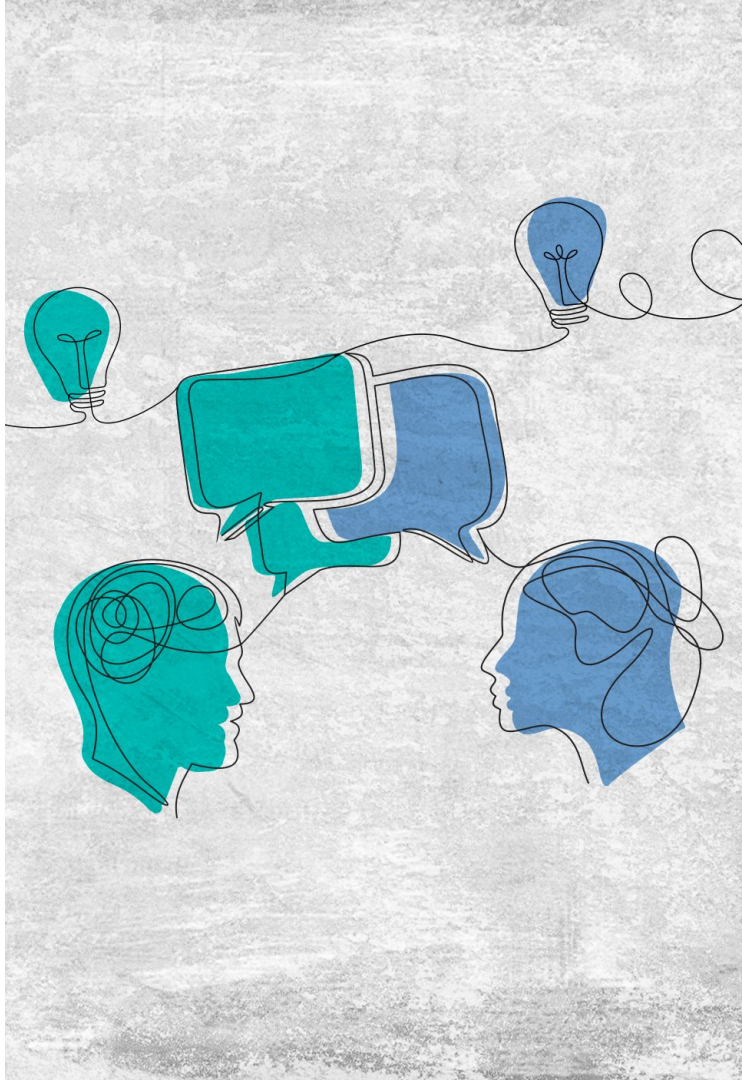
1D: Teachers are responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.

What elements of community-based learning do you see in CSTP 1?



Pair and Share

- What resonated with you?
- What is challenging your thinking?
- What can serve as inspiration for your work?




TIME FOR
LUNCH


Reset. Recharge. Refocus.

In a moment we are going to watch a video. Consider the following questions:

- Think about the video and the lesson that got them there. How did the teacher have to backward plan?
- What skills did students have to gain or practice in order to produce this video?
- With this knowledge in mind, how would you recreate the lesson?

Student Voice is the Content



What did it take for this student to be able to produce the video?

What did they need to know and be able to do?

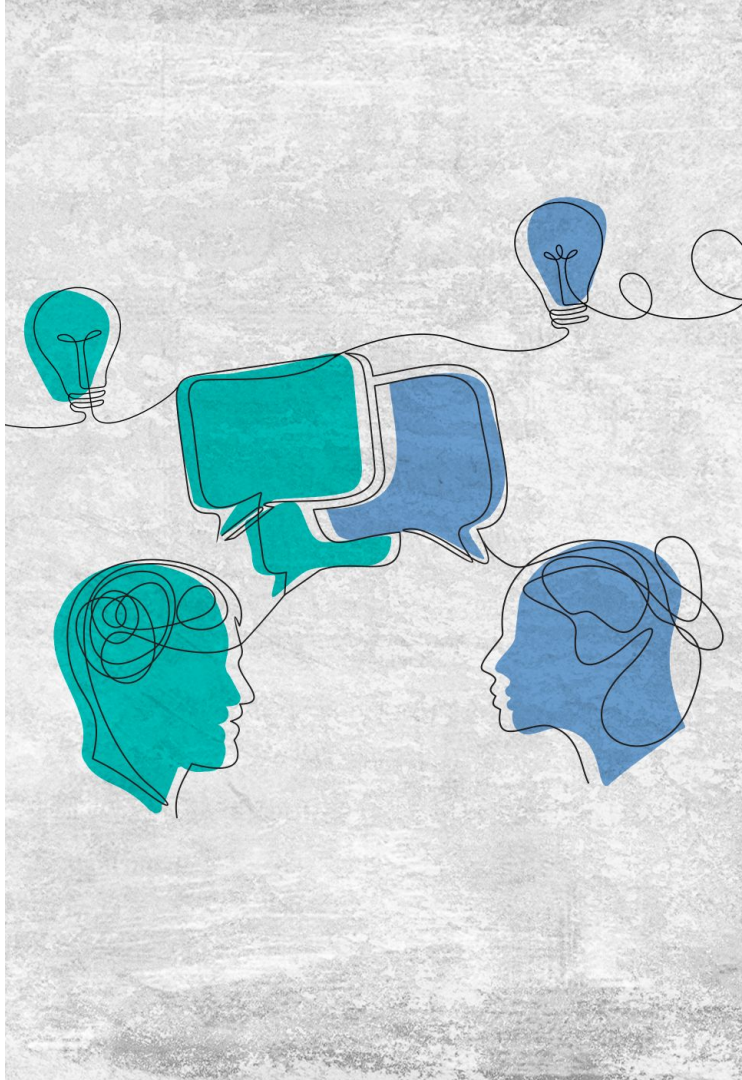
- How do you think this lesson was designed?
- In what ways does it connect with CBL?
- Based on your school context, how could the “Like A Belt” lesson be adapted?

Team Time!

Presentation Time!

Pair and Share

- What **resonated** with you that will lead you to take immediate action?
- What is **challenging** your thinking that will
  lead you to do some additional learning?
- What can serve as **inspiration** for your work that will motivate you to share with someone else?



We want your feedback!



10 quick questions or fewer, we value your time but we want to hear your feedback so we can keep improving our logistics and content.

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Workshop 1

Belonging & Relationships

Foundation for learning

Sept. 29

Workshop 2

Culture & Identity

Assets that shape instruction

Nov. 17

Workshop 3

Community Connections

Real-world relevance

Feb. 2

Workshop 4

Agency & Purpose

Student empowerment and leadership

Mar. 4

Thank you for joining us today. For more information, go to

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