

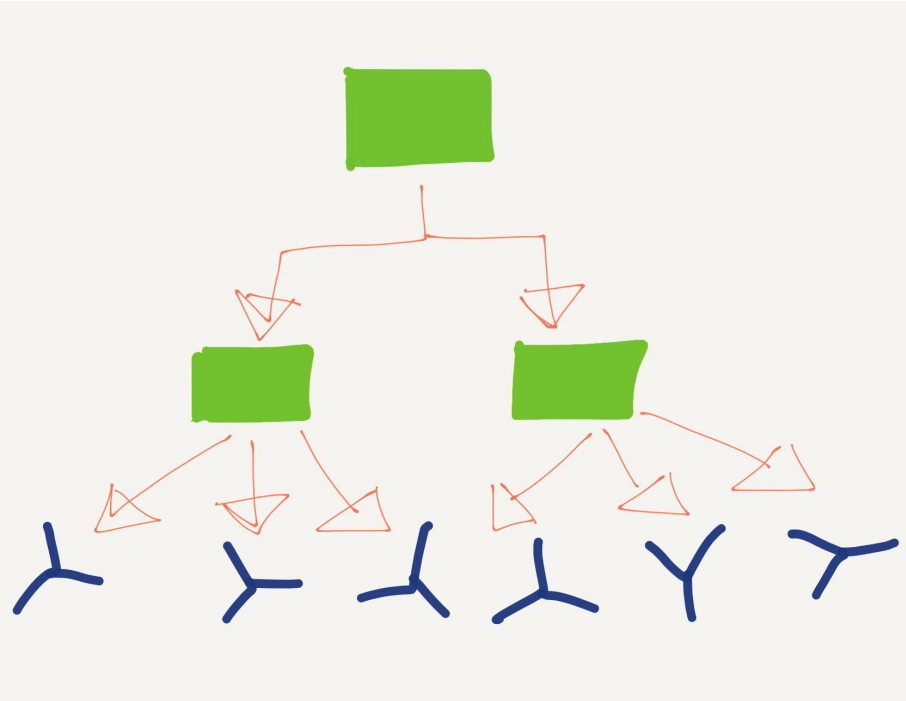
# Liberatory Co-Creation with Families, Learners and Communities

Doannie Tran - Partner, Center for Innovation in Education  
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Education

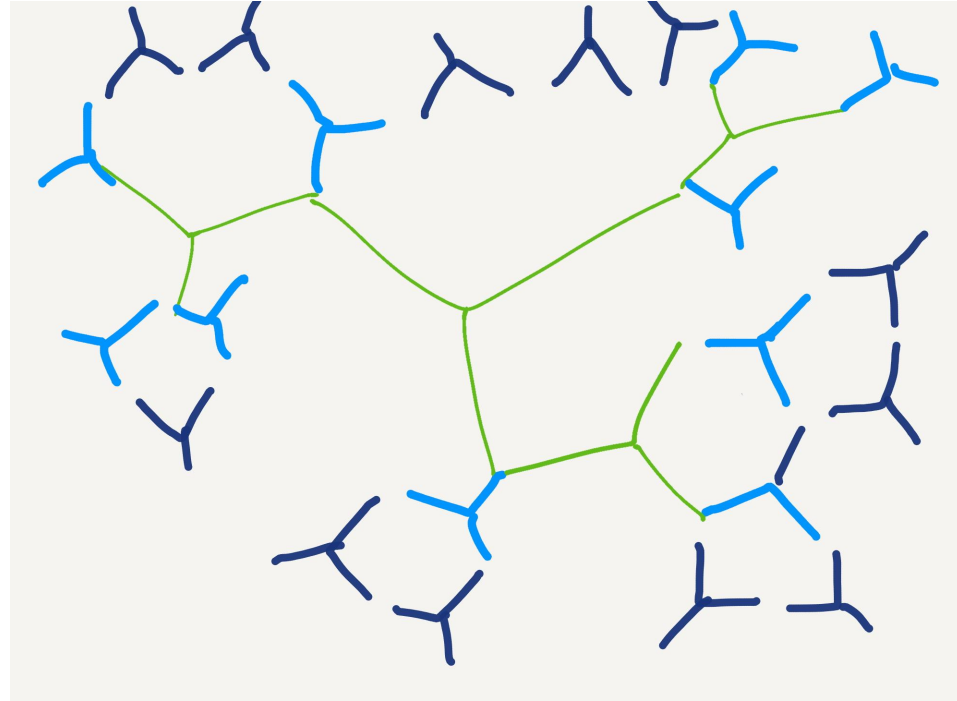
**WORKING DECK:**

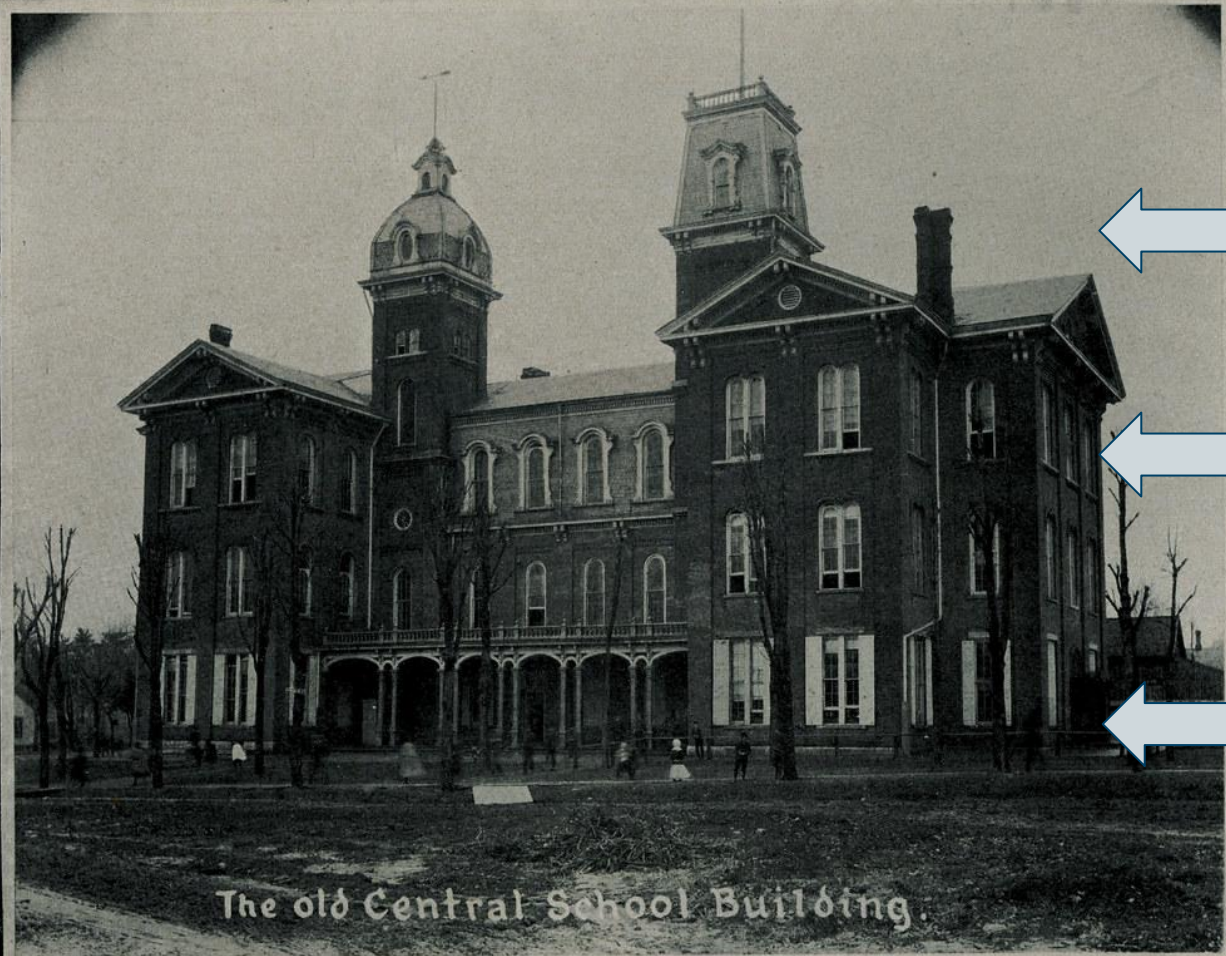
[tinyurl.com/Aurora2021CoCreation](https://tinyurl.com/Aurora2021CoCreation)

# Hierarchical creation & roll-out



# Co-creation





**SURVEYS**

**FOCUS  
GROUPS**

**COMMUNITY  
MEETINGS**





Equity requires:

- Inclusion
- Reciprocity
- Co-Creation



# Key Questions for our time today:

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INCLUSION: How do you build inclusive coalitions in your work?

RECIPROCITY: How do you build mechanisms for reciprocity?

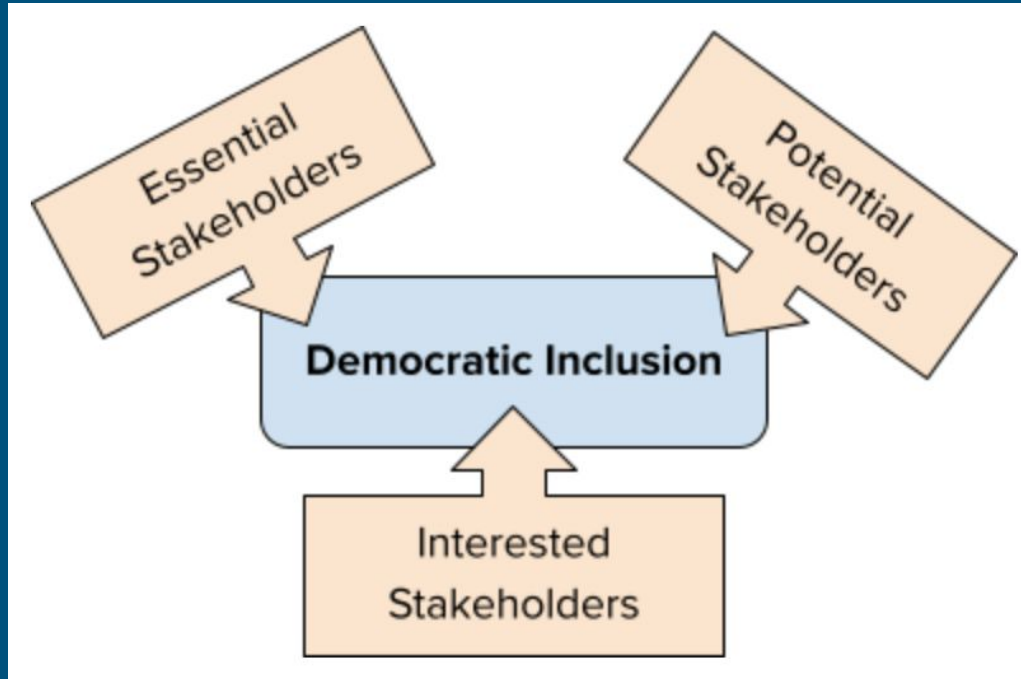
CO-CREATION: How do you productively co-create together?

## Agenda

OVERVIEW → REFLECTION → SMALL GROUP WORKTIME

# INCLUSION: Establishing the Kentucky Coalition for Advancing Education

Who and why



Getting Started with  
Radical Inclusion -  
The Open Systems  
Institute

# RECIPROCITY: Empathy Interviews

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Tell me about the time when you felt the school really knew you as a parent and/or knew your child well, and it made learning better?

*I remember specific instance with one of my children in middle school. The teachers were doing home visits, going over what was going well down to standard level. They shared 2-3 things she really need to work on between now and next test. The conversation was about the test, but also very specific about really critical areas you can focus on and will make a difference for you."*

Tell me about a time when the partnership between you and your teacher really wasn't working? What was happening, and why do you think it played out that way?

*I explain to them (teachers) that my son feels hopeless if all he has to look forward to is studying, grades, and writing. He doesn't like it and only does well when tinkering or building. School isn't set up for that. "*



# CO-CREATION through learning and prototyping

Current State → Future State → Learning Agenda

The system doesn't really know, see or value each stakeholder as an individual.

Learners will thrive if we know people as more than statistics, and involve them in addressing inequities.

How might a system learn about more aspects of a students' identity and incorporate that knowledge into practice?

Local Communities explore this question through local inquiry and prototyping (individually and together)

KCAE, KDE and State Board learn about the local work and develop systemic responses that model reciprocity

# Co-Creation: Strategies for Interrupting Oppressive Power Dynamics

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Level Setting: Utilizing the Liberatory Design Mindsets (Level 0)

Equity Pause: Noticing Participation Patterns (Level 1)

Equity Pause: Anonymous Survey (Level 2)

Equity Pause: Open Discussion (Level 3)

Affinity Groups



# Reflection

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***To help you think about the right place to focus your learning today, consider these questions:***

What project are you considering for inclusive co-creation? And in the context of that project:

Do you have the right collection of expertise?

Do you have the right empathetic insights?

Do you have the right learning orientation?

# Inclusion: Building a Diverse Coalition

How do you gather the diverse perspectives and expertise you need?

# Membership of the Coalition

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- **Department Recruitment**: critical stakeholders that we know must be included
- **Open Recruitment**: an open application by which interested parties might apply
- **Community Recruitment**: selection and recruitment from a randomly identified slice of the district-wide community



# WORKING SLIDES

Make a copy of the 4 slides for your project

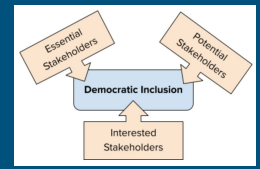
# Workspace Slide 1 of 4 - Point People and Dates

([see page 10 in the Guidebook to help](#))

Community Name	
Who will be your Coalition formation lead? - A lead on staff who can ensure execution of the three processes of the inclusive coalition formation: Community Recruitment, Open Recruitment and District Recruitment. This lead needs at least a half day per week for the next month to manage logistics on recruitment.	
Who is your Data Lead? - The process of recruitment requires using district data systems to identify potential candidates. The Coalition formation lead will need a data point person who can support these data pulls.	
When will you schedule your cabinet discussion about the District Recruitment bucket?	
When will you schedule your update to your local governance?	

# Workspace Slide 2 of 4 - Central Recruitment

## ([see page 8 of the Guidebook to help](#))



**“Central” Recruitment:** The purpose of district recruitment is to directly appoint *critical stakeholders*, individuals and groups that need to be included because the issue, their expertise or local politics demand they must be involved. These participants do not need to apply, they are appointed by leads.

What are you looking for in an ideal coalition member appointed in this way? What skills or dispositions should they bring?

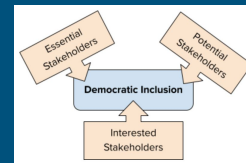
Who are the organizations or leaders among traditionally marginalized or under-represented groups who you might invite into co-creation?

Who might create barriers down the road and should be included early?

Are there groups in your community that are already doing this work who might be tapped to support?

# Workspace Slide 3 of 4 - Open Application

## ([See page 10 in the Guidebook to help](#))



**Open Application:** Open application provides an opportunity for interested stakeholders to become involved in the coalition. These individuals and groups want to be included and are aware enough of the process to know how to include themselves. The Open Recruitment is built around an application by which interested parties might apply.

Here is the framing at the top of the generic application. How do you need to adapt it to fit your context?

Applications are now being accepted for those who would like to join the \_\_\_\_ Education Coalition and help shape a new vision for assessment and accountability for our community. The deadline to complete the online application is [insert date]. For more information about the coalition, email [insert email of lead here]

The \_\_\_\_ Education Coalition will:

- work side by side with families, learners and community members
- rethink and redesign how we will assess students and build shared accountability to support students

the Coalition will meet [describe the time commitment]..

Here is the essay question that is currently in the generic application. How do you want to adapt it to fit your context?

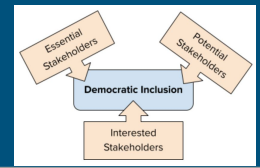
Why are you interested in being a part of the \_\_\_\_?

What languages must it be translated into in order to connect with your community? How are you going to distribute the application and drum up awareness of it?

Who will be in charge of scoring the applications and making a final recommendation?

# Workspace Slide 4 of 4 - Community Recruitment

([see page 12 in the Guidebook for help](#))



**Community Recruitment:** The Community Recruitment process intentionally focuses on Potential Stakeholders - individuals and groups that should or could be included, but don't have the process on their radar. These voices bring critical insights and also complexify and deepen the coalition's understanding of the issues. The process relies on data systems to drive the random selection, however, the parameters of the data pull require strategic choices from the convener of the coalition.

Community recruitment is a good opportunity to 'over-select' for perspectives which may not typically be involved in these kinds of processes. What is the current composition of your community by race and other important identities?

Where are your largest disproportionalities?

What populations are "on the margins" in your community - typically not seen or included?

What populations represent an outlier experience that requires attention, and how might you be able to detect that experience using your systems?

Are there groups that aren't included in current SIS or accountability systems that should be included?



# Reciprocity: Leading with Empathy

How do you gather the insights from a diverse cross section of your community?

# Reciprocity: Empathy Interviews

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Tell me about the time when you felt the school really knew you as a parent and/or knew your child well, and it made learning better?

Tell me about a time when the partnership between you and your teacher really wasn't working? What was happening, and why do you think it played out that way?

*I remember specific instance with one of my children in middle school. The teachers were doing home visits, going over what was going well down to standard level. They shared 2-3 things she really need to work on between now and next test. The conversation was about the test, but also very specific about really critical areas you can focus on and will make a difference for you."*

*I explain to them (teachers) that my son feels hopeless if all he has to look forward to is studying, grades, and writing. He doesn't like it and only does well when tinkering or building. School isn't set up for that. "*

# Walkthrough of the Template

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<https://tinyurl.com/InnovationRallyEmpathyForm>

- What does an empathy interview look like?
- Confidentiality
- Who should I interview?
- Starting the interview
- Choosing Questions

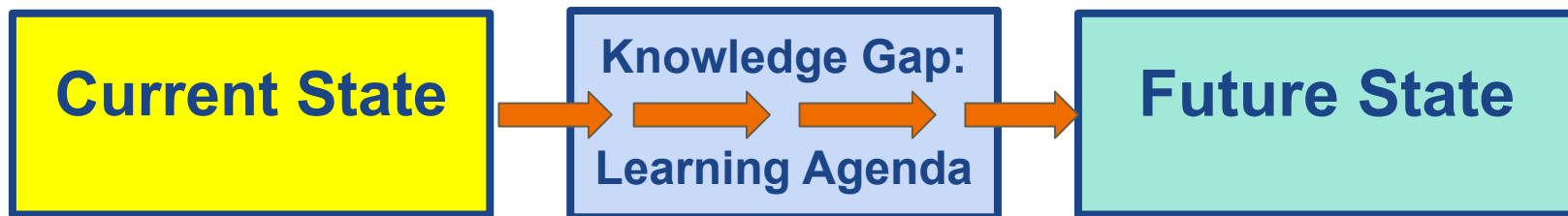
# Co-Creation: Generating a Learning Agenda

How do you build a learning orientation in your team?

# How will this team co-create a learning agenda?

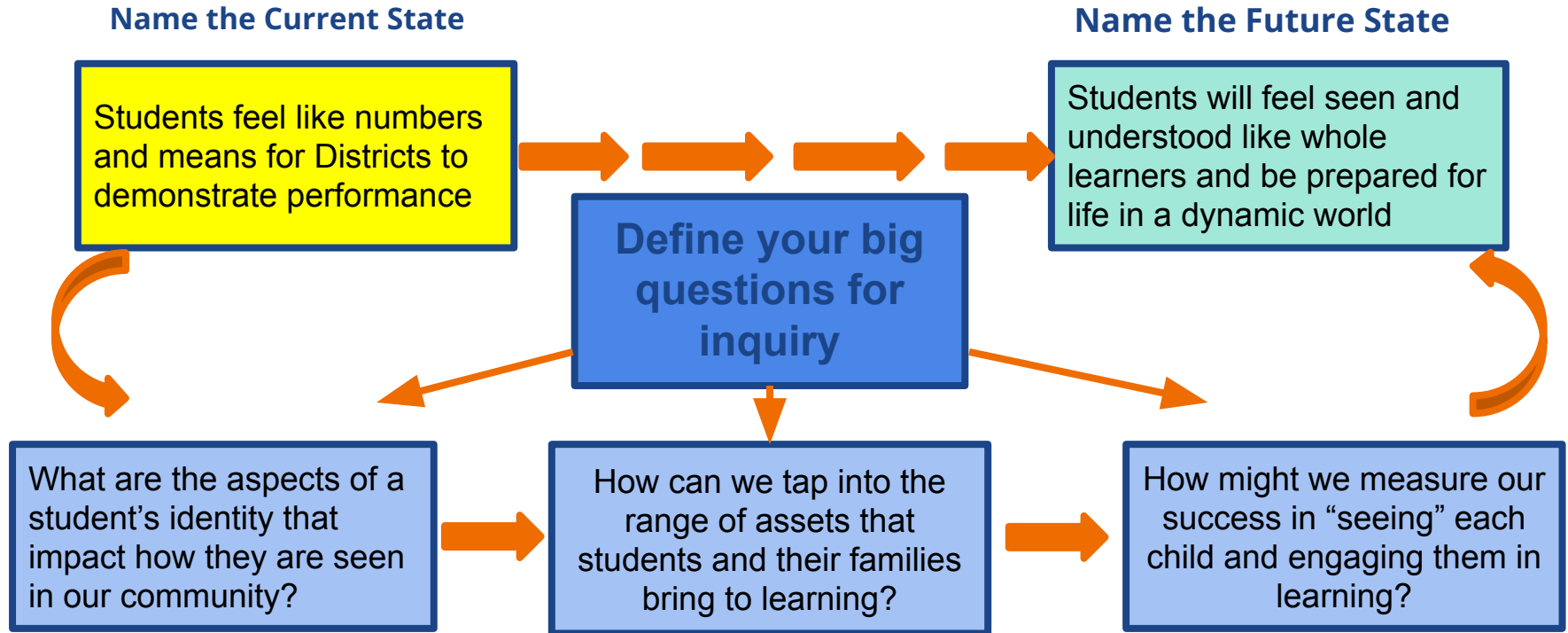
“A learning agenda includes **a set of questions** addressing critical knowledge gaps.” For the purposes of our conversation, the critical knowledge gap is the distance between the current state and future vision.

Your team will generate an honest assessment of the Current State and an aspirational vision for the Future State. We might ask the big question for individual users, stakeholder groups, and bigger systemic themes: “What do we need to collectively learn about in order to get to that future vision? What questions do we need to ask as a state and explore within individual communities?”

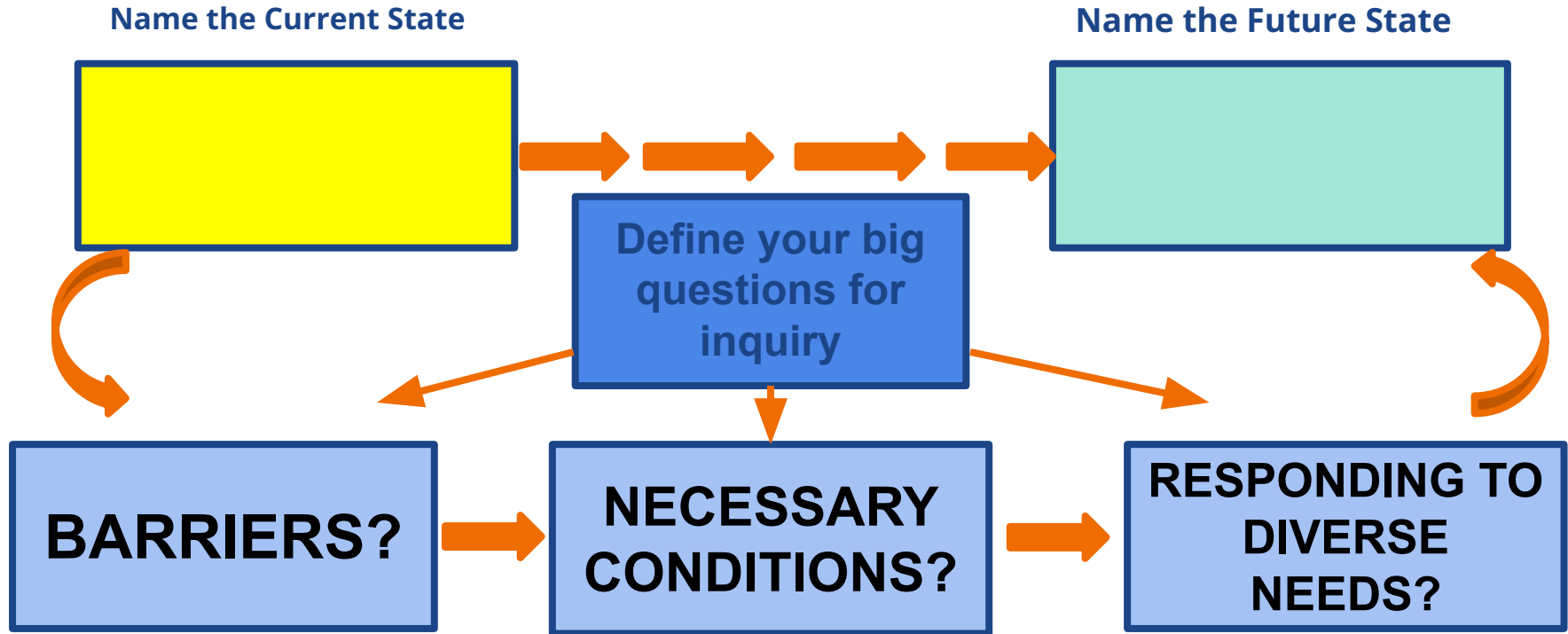




# Consider this example based on the theme of Identity...

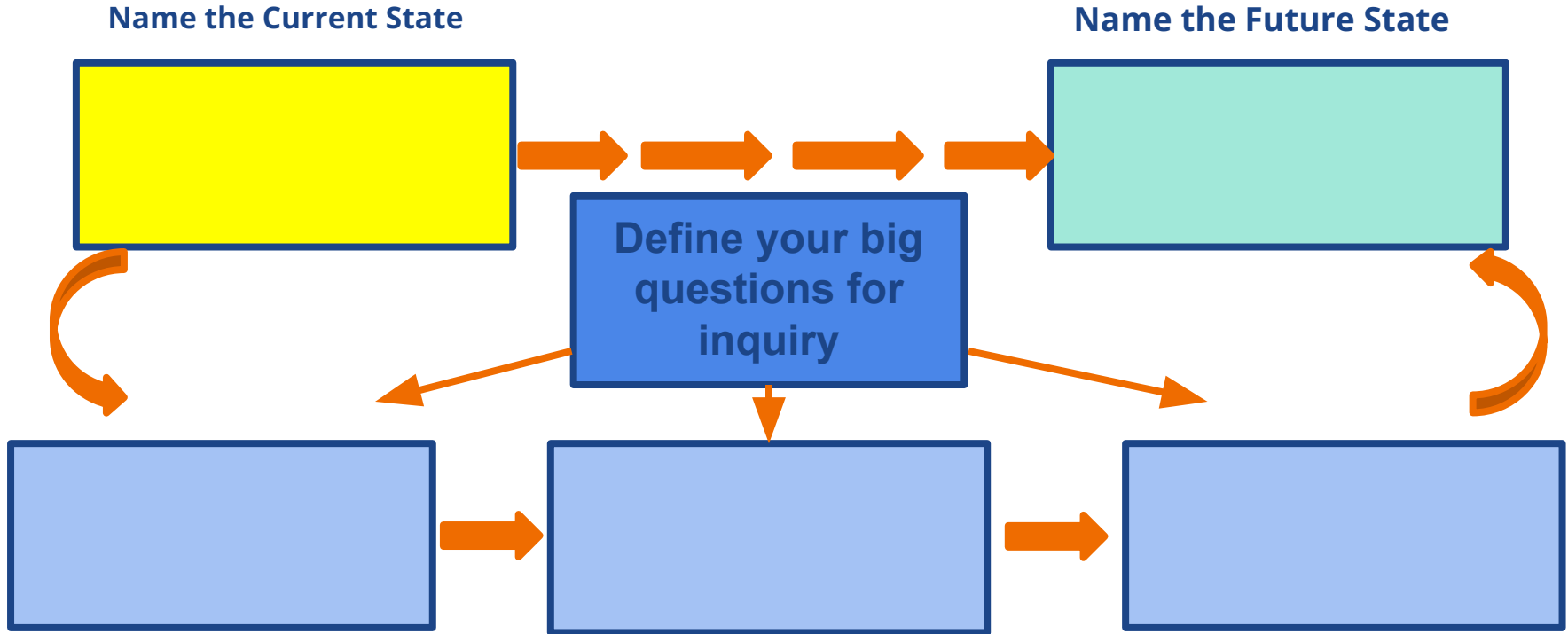


# How do you get to inquiry questions?



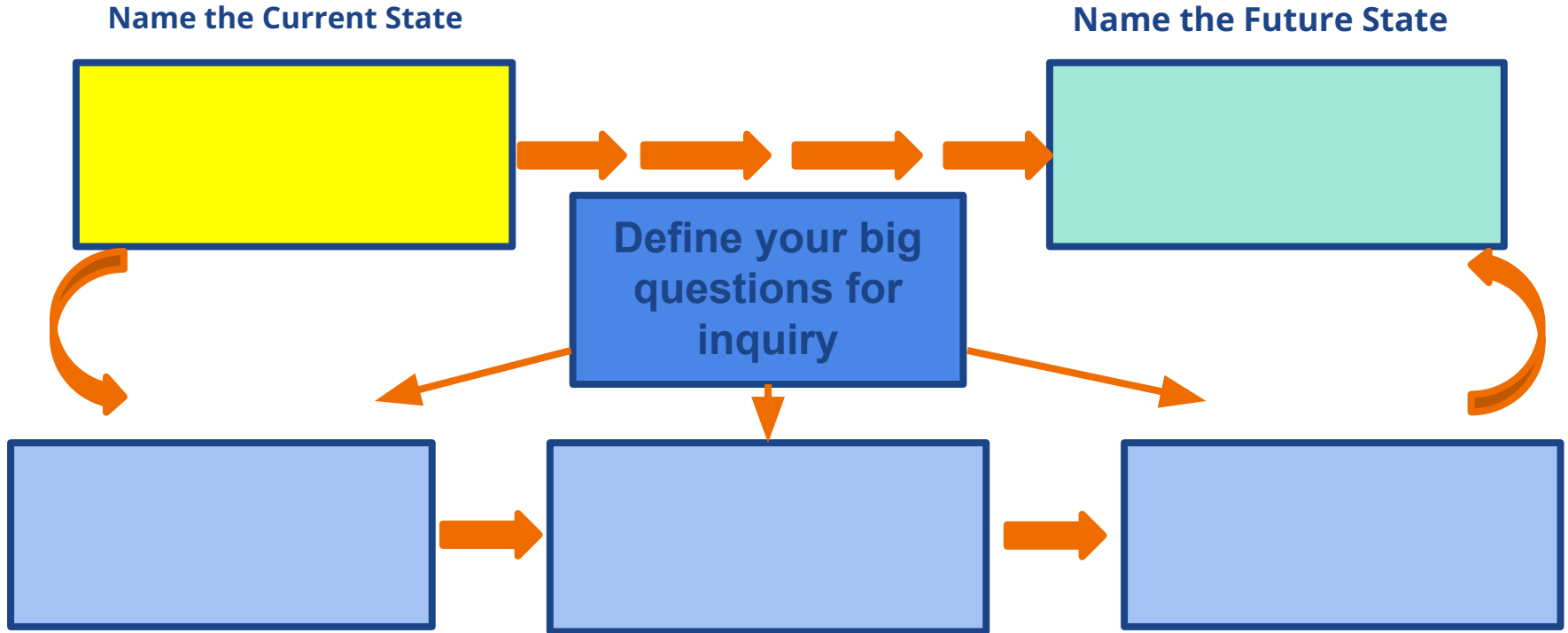
## Community Name:

What themes are most important to your project? \_\_\_\_\_



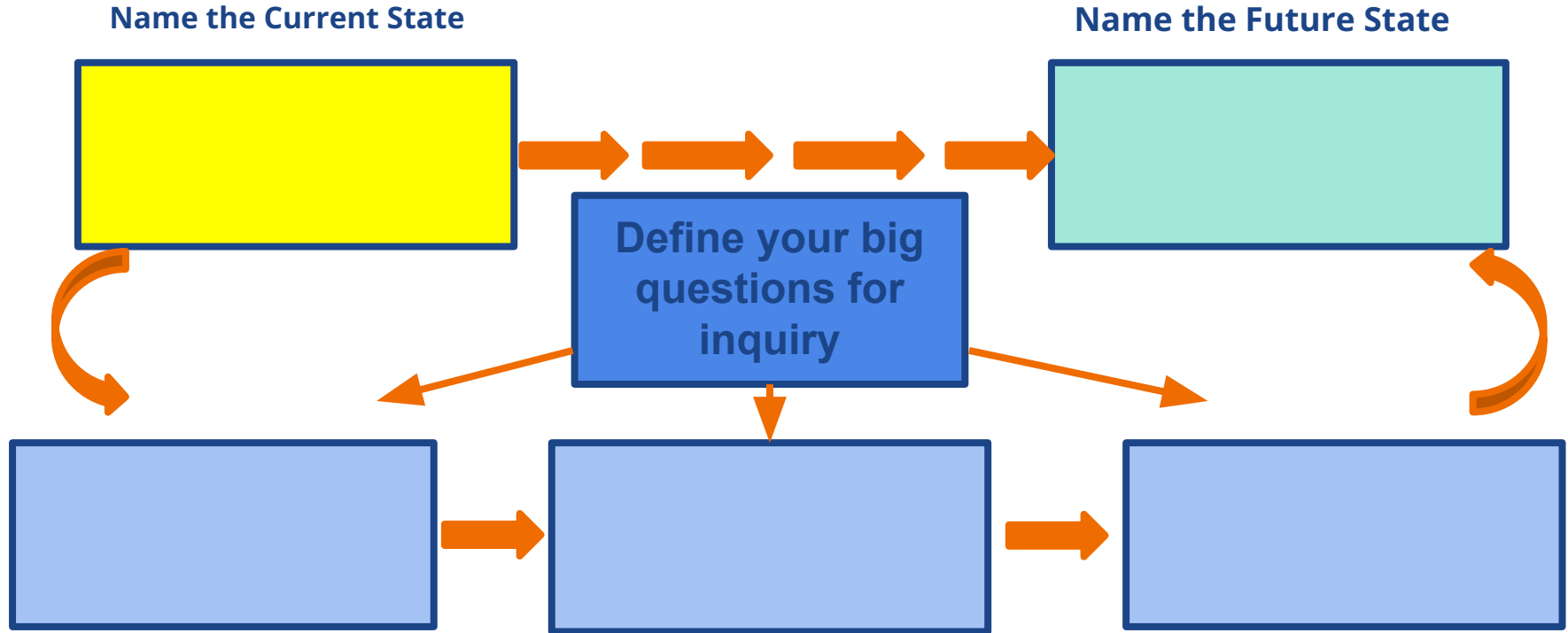
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## Community Name:

What themes are most important to your project? \_\_\_\_\_





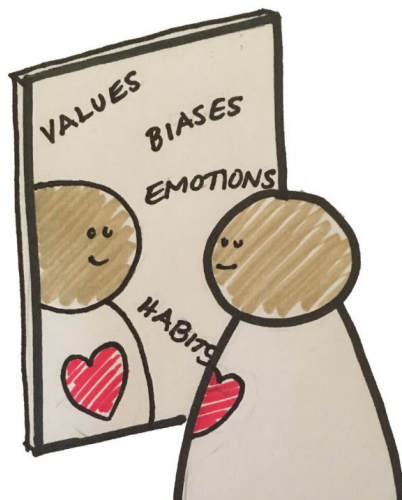
# Facilitating for Equitable Participation

How do you ensure that all members participate in ways that validate their identity and expertise?



# Level-Setting

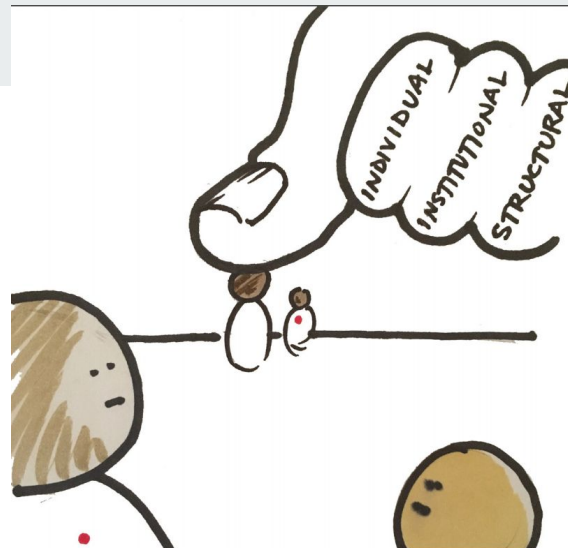
Using the Liberatory Design Mindsets to establish a lens



### Practice Self-Awareness

We design from who we are. So we need a clear "mirror" to better see how who we are shapes what we see, how we relate, and how we design.

What's true about you and your experience that might impact how you heard this person's story?



### Recognize Oppression

Our designs depend on how we frame a challenge. So we need a clear "window" to see how oppression may be at play in our context.

Are there any signs of oppression that you heard that should be amplified in this person's story?



# Level 1 Equity Pause - Internal Reflections

Getting people used to “seeing” power and expertise

## Equity Pause

**Notice:** Did all members of the group engage equally in the last discussion?

What was my level of participation? Did I create space for less heard voices? Did I make my voice heard?

**Reflect:** What factors influenced my choices?





## Breakouts - Making a list...and checking it twice.

Begin to create your list of interviewees. Everyone should interview at least 1 person. Seek to identify someone who is far from equitable opportunities right now.

**NOTICE** and **REFLECT**: What is it like trying to identify a person in your network who traditionally has been marginalized and is far from equitable opportunities? Are there supports you might need to make that connection?



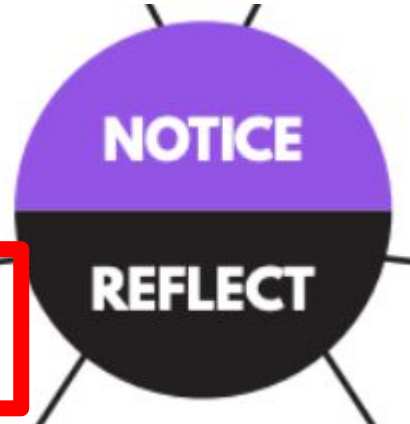
## Breakout Group Task - 30 min

Go around and share out the anonymized name, and briefly describe the person's context.

Highlight any important themes or quotes you heard from the interviewee.

After everyone has gone, use the slides to create some profiles.

**Notice:** Were there any differences in how some perspectives and ideas were accepted by the group?





# Level 2 Equity Pause - Anonymous Survey

Ramping up “the heat” and making things a little more public...





# Individual Anonymous Survey

[LINK](#)

The Question: Were there any differences in how some perspectives and ideas were accepted by the group? Other observations related to power and voice in the group?

We'll share data in team lead check-ins next week.



# Level 3 Equity Pause - Open Discussion

Where people things start to surface in real-time...



## **Closing Reflection - 5 min - (choose one)**

When in this work have you felt heard/welcome/valued? Can you describe that moment in the chat?

What is something you are learning about how to work in partnership, students, parents and educators?



# Wrap-around technique: Affinity Groups

Giving people with similar roles a chance to build power together.



# Affinity Groups

Why: We value diverse teams AND recognize that people with similar experiences can be supportive of one another

How: In your affinity groups, do a go-around with the following prompt, keeping your answers brief so that everyone has a chance to go:

***“When I am in my team, I feel most included and influential when...”***

Other discussion questions:

- “I feel most comfortable contributing ideas when...”
- “One thing I’ve learned about myself through this process is...”

# Closing Reflection

On a post-it note:

- One thing I'm interested in trying
  - One thing I still have questions about
-