



Maximizing Smallness: Successful Relationships, Successful Learning

Joe Feldman

Facilitation at Emeryville Community Design Workshop

January 25, 2012

+ Activity 1: Successful Learning

Recall a time when you had a successful learning experience (in/out of school, academic/non-academic, young/yesterday, etc.).

- Describe the learning experience. In particular, think about...
 - What did you learn?
 - Who helped you learn?
 - Did you know her/him before the experience? Did that person know you?
 - Did your connection to that person change as a result? Did their connection to you change as a result of the experience?

Silently as Individuals (3 min)

Share with a partner (who you don't already know well) and explore commonalities and differences (7 min)

Share outs (20 min)



Relationships and Learning

- I. Learning through Knowledge and Care
- II. Maximizing “Smallness”
- III. Relationships and building a culture of care for academic success

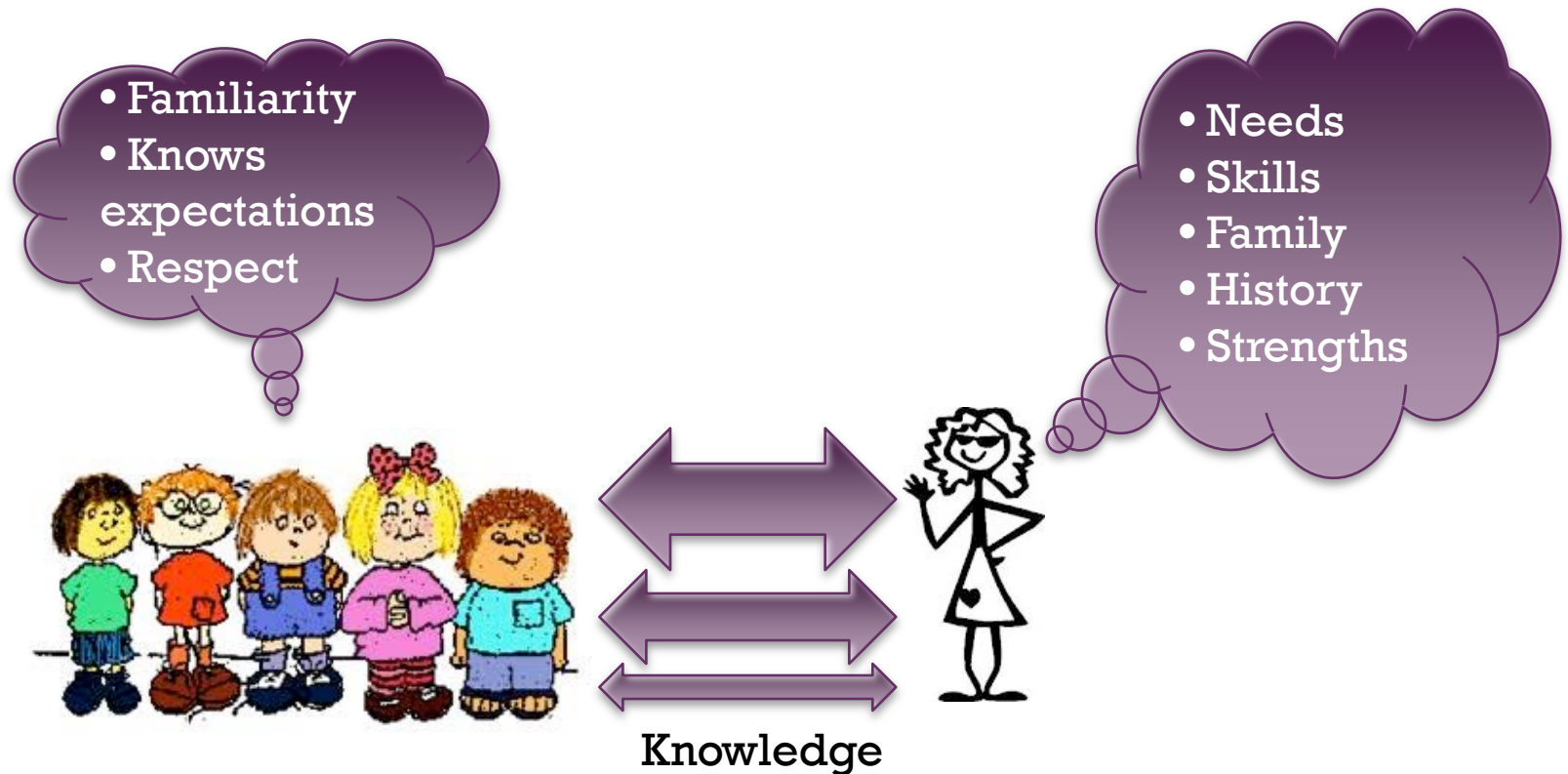


Learning through Knowledge and Care

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Effective Learning

1. Adults knowing students; students knowing adults

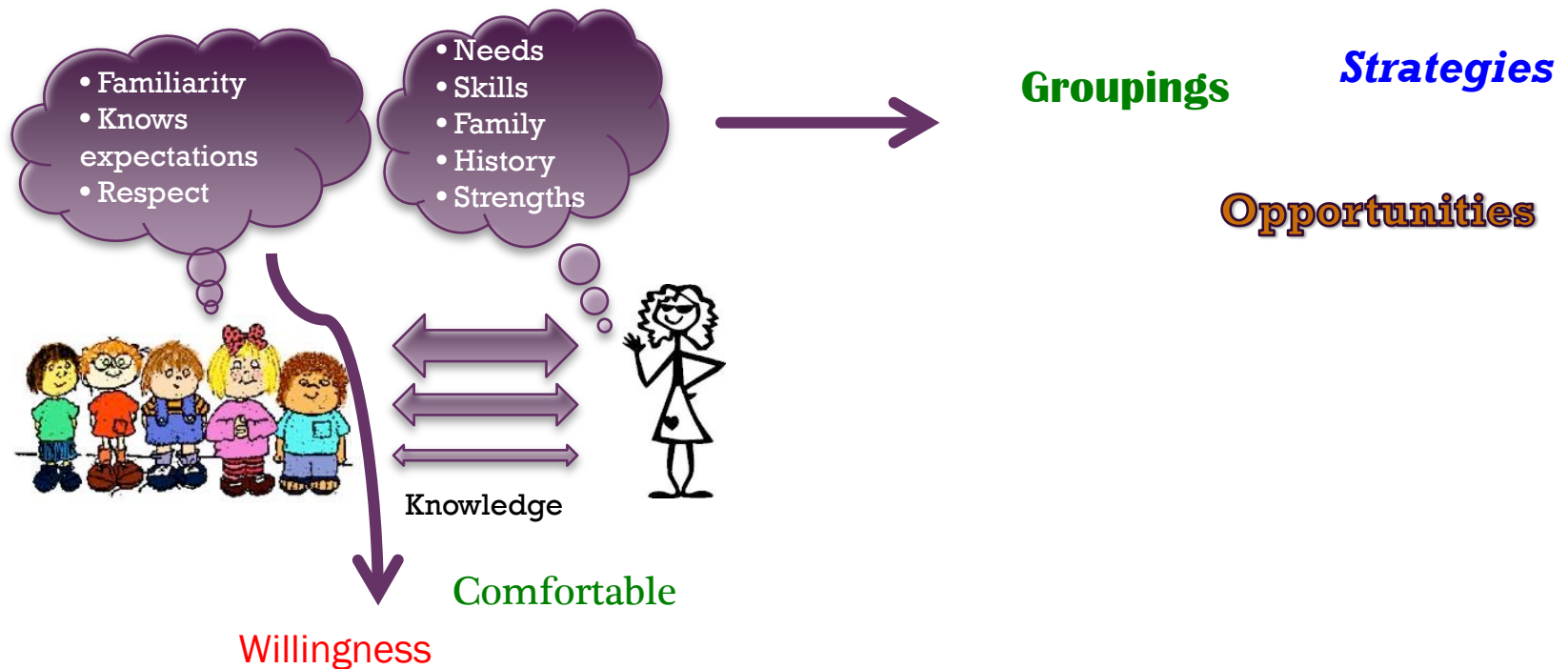


+ Learning through Knowledge and Care

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Effective Learning

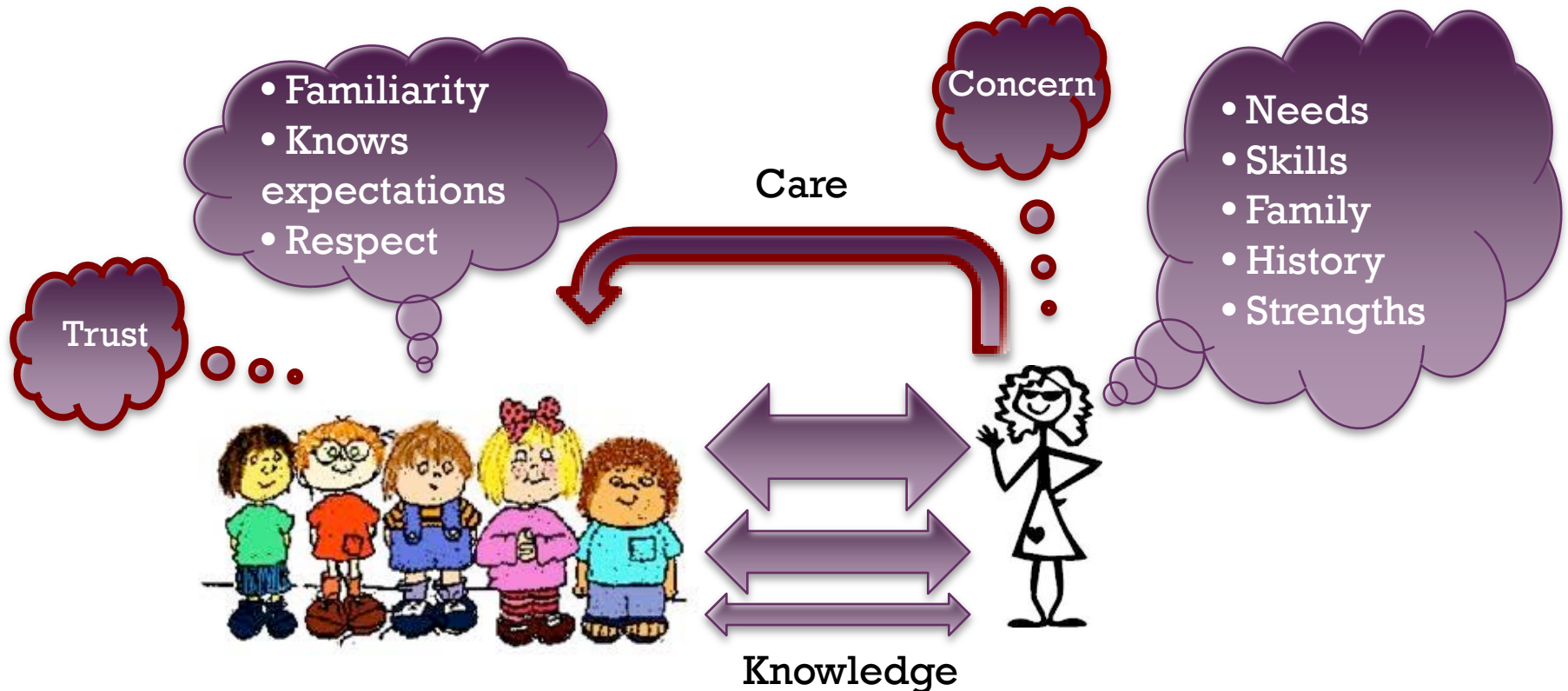
1. Adults knowing students; students knowing adults



+ Learning through Knowledge and Care

Effective Learning

1. Adults knowing students; students knowing adults
2. Care

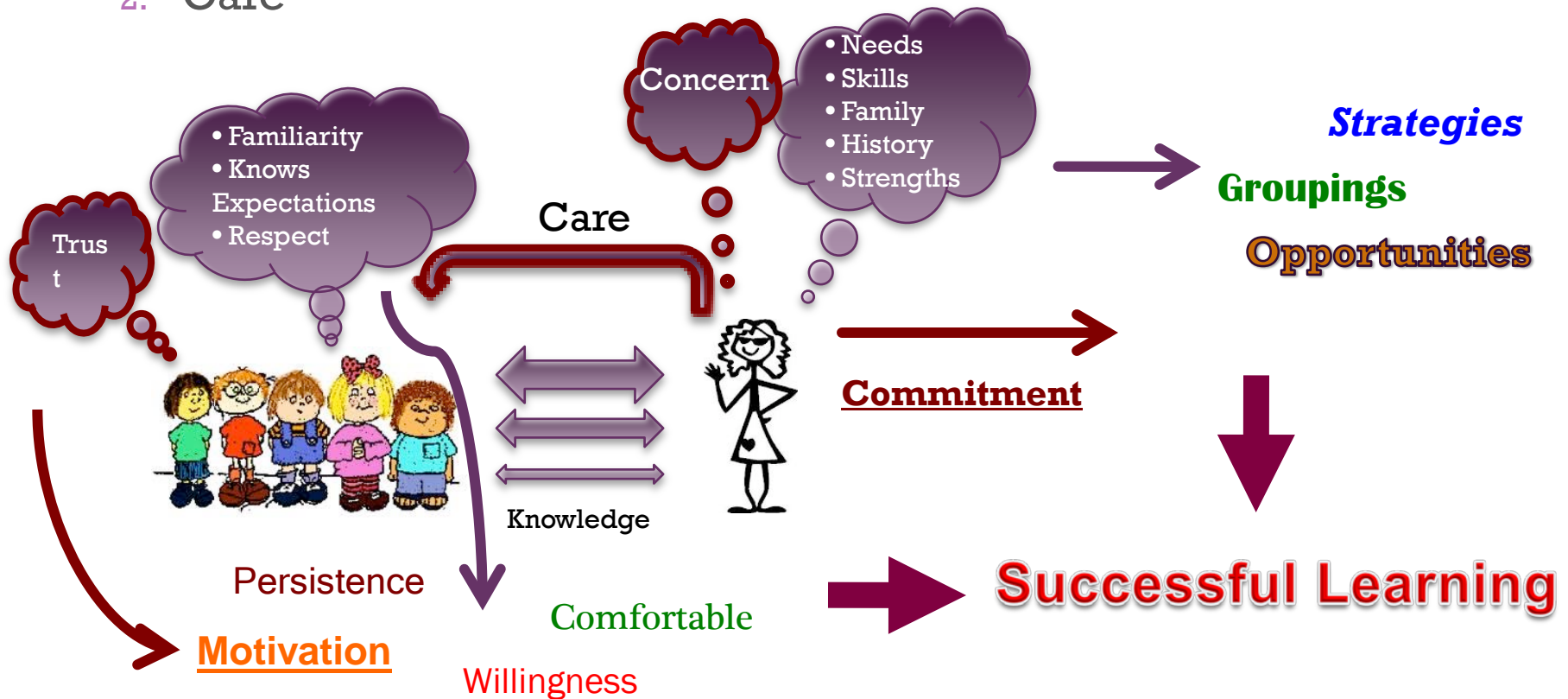


+ Learning through Knowledge and Care

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Effective Learning

1. Adults knowing students; students knowing adults
2. Care



+ Learning through Knowledge and Care

...many otherwise reasonable people seem to believe that our educational problems consist largely of low scores on achievement tests. My contention is, first, that we should want more from our education efforts than adequate academic achievement and, second, that we will not achieve even that meager success unless our children believe that they themselves are cared for and learn to care for others (Noddings, 1995).

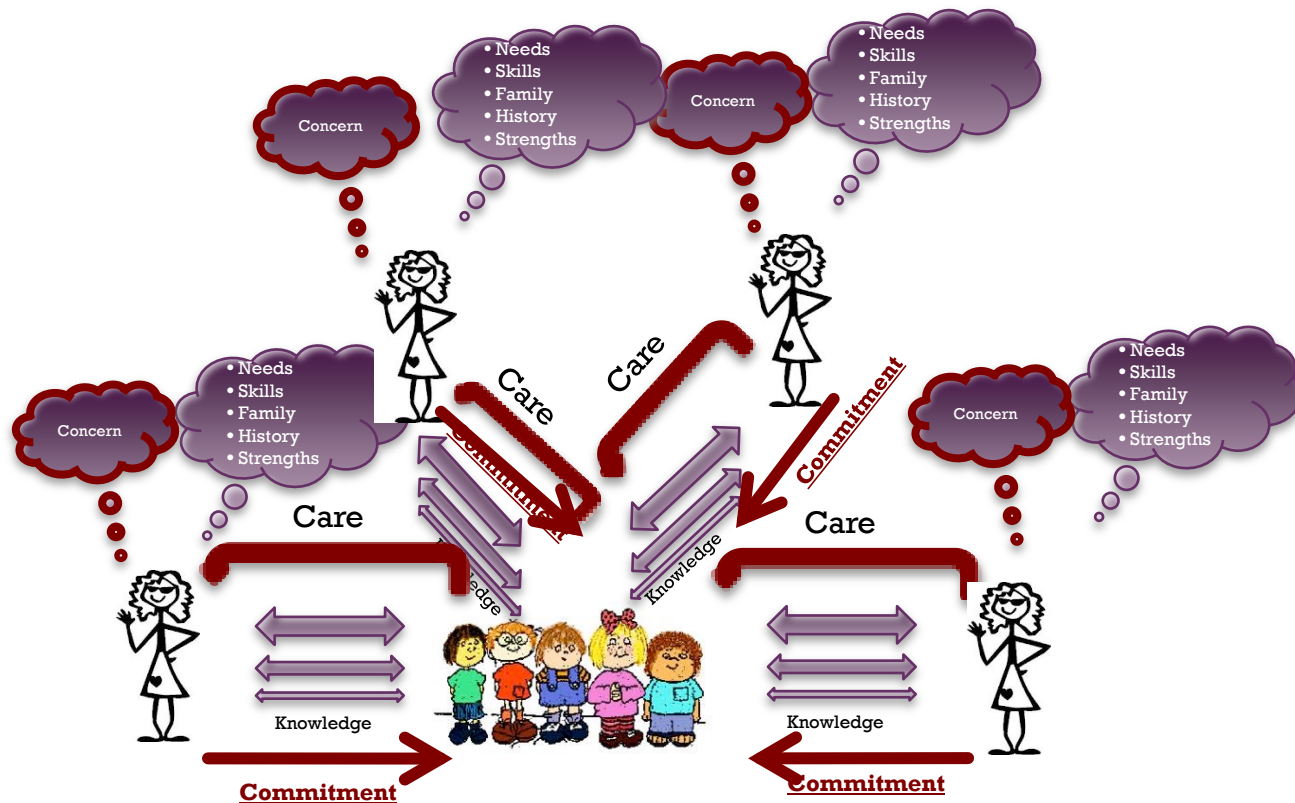
Maximizing “Smallness”

- A small # of adults share a small # of children



+ Maximizing Smallness

- A small # of adults share a small # of children



+ Maximizing Smallness

- A small # of adults share a small # of children





Building a culture of care for academic success

- There is no guarantee that learning and care will occur within a small setting. However, a small setting provides many more opportunities for learning and care to occur.
- Communication and proximity are crucial in order for adults to develop a common understanding, collective concern, and shared commitment.
- “Adults” is an expansive category—the more expansive, the more opportunity for collaborative efforts, and the more powerful the potential for student success.

+ Activity 2: Fish Bowls

What ideas (from Activity 1 or the presentation) resonate with you, or are bouncing around in your head, as you think about the Emeryville Center of Community Life?

- Group 1: Adults that work with youth
- Group 2: Parents/Guardians

Community Design Workshop 6

January 25, 2012

Evaluation Summary

On a scale from 1-5, the overall averages for each were:
(5 = Strongly Agree, 1 = Strongly Disagree)

The workshop was well organized: 4.75
I enjoyed the format: 4
I felt my ideas and concerns were heard: 4.4



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COMMUNITY DESIGN WORKSHOP 6

TALLER COMUNITARIO DE DISEÑO

PLANNING FOR EMERYVILLE'S NEW FULL SERVICE COMMUNITY SCHOOL!
Estaremos planificando para La Escuela Comunitaria!

» Understanding options for the site! » Descripción de las opciones para el sitio!
» Giving more feedback! » Oportunidad para dar más comentarios!
» Food, drinks, childcare! » Comida, bebidas, cuidado de niños!

Wednesday, January 25, 2012 Miércoles, 25 de Enero
6:00pm — 9:00pm, Ralph Hawley Middle School
1275 61st Street (and Doyle)

Questions? Call or email
preguntas? Por favor de contactar a

Wendy Chew, 510-601-4950, wendy.chew@emeryusd.org

Save the Date! Community Design Workshop #7 March 3, 2012

Reserve la fecha para el Taller Comunitario de Diseño #7 el 3 de Marzo



Emery Unified
DISTRICT
emeryunified.org

This is a public meeting. Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodations may request assistance by contacting the Office of the Superintendent at (510) 461-4700. Under the Ralph M. Brown Act, any person has the right to record these proceedings with an audio or video tape recorder so long as they do so without causing a person's discomfort. Cal. Gov. Code §54953.5(c).

What was your favorite part?

Joe's presentation and schematic was nice.
Joe was a good choice to facilitate
Sharing out loud
Always appreciate hearing everyone's point of view
Person-to-person

Refocus on learning environment
Fishbowl comments
Listening to Joe Feldman
Variety of feedback
Listening to other community members' perspectives and ideas

Summary:

1. We like Joe!
2. Sharing and hearing others' perspectives and experiences
3. Refocus on the learning environment

How can workshops be Improved? Other Comments and suggestions.

1. For most, the workshop was enjoyable, but there was confusion on the purpose of the workshop and how it fits into the big picture of the ECCL project.
2. Have ice-breakers for community attendees to get to know each other.
3. Articulate or have visible GOAL(s)/OUTCOME(s) for the workshop.
4. The beginning presentation would be better if it was more interactive with the audience.