DARING CLASSROOMS

USING BRENÉ BROWN'S RESEARCH ON VULNERABILITY, COURAGE, & BELONGING TO CULTIVATE STUDENT ENGAGEMENT

Colorado League of Charter Schools

WEBINAR OUTCOMES

Educators will understand the conceptual path to building a "Daring Classroom."

Includes intellectual property of Brené Brown's Daring Classrooms.

AGENDA

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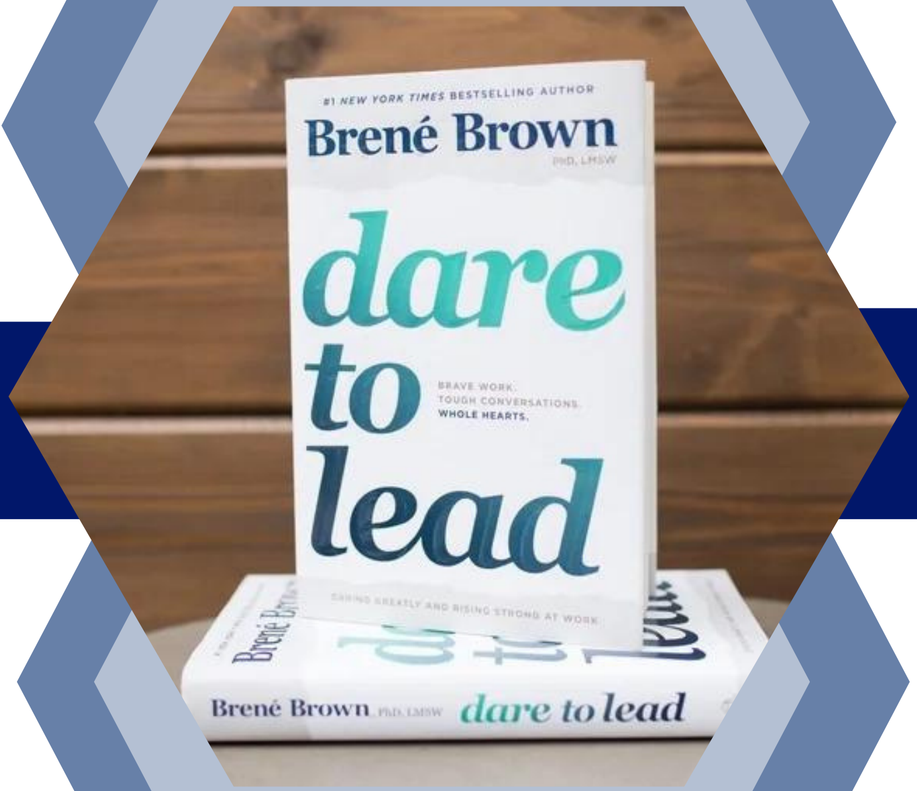
ENDURING UNDERSTANDING

Daring Classrooms are safe and brave spaces that cultivate belonging, trust, vulnerability, courage, and resilience. These protective factors are known to harness curiosity, creativity, and intellectual safety, and thus, engagement and learning.

THE RESEARCH

LIVING INTO OUR VALUES

RUMBLING WITH VULNERABILITY



BRAVING TRUST

LEARNING TO RISE

THE SAFETY CONTAINER

"Brave and safe spaces for students and educators begin with the examination of power and privilege becoming clear on core beliefs and values. It is your foundation. "
-Brene Brown

HIGHLIGHT 1

Get clear on shared value and beliefs

HIGHLIGHT 2

Promote diversity, equity, and inclusion

HIGHLIGHT 3

Co-create and commit to a community belonging statement

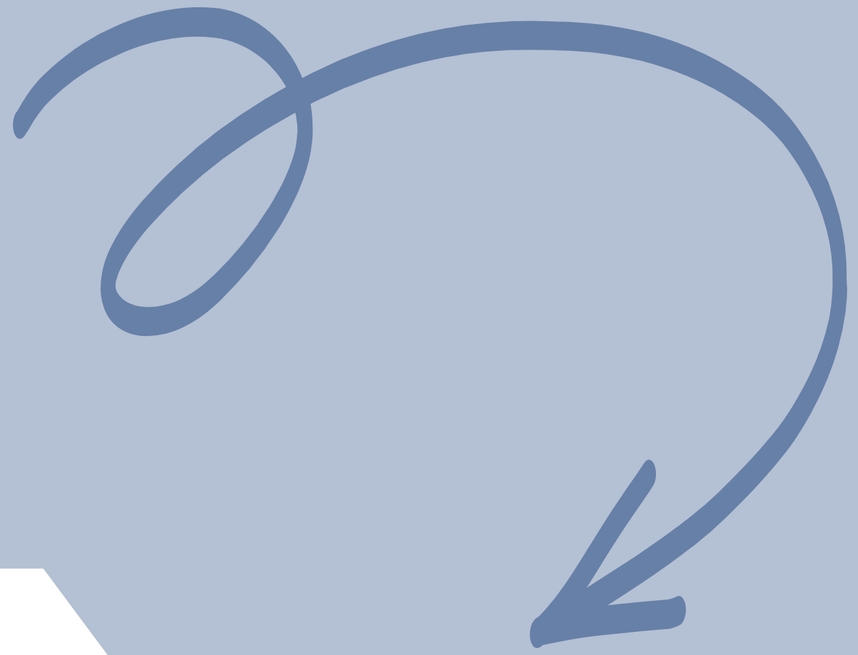
ATTRIBUTES OF DARING CLASSROOMS

EMPATHY

BELONGING

TRUST

COURAGE & VULNERABILITY



EMPATHY

Empathy
SYMPAI

EMPATHY REQUIRES

- Perspective-taking, seeing others' experiences from their point of view
- A nonjudgemental stance
- Recognizing and connecting to emotion
- Validation

CREATING A CLASSROOM CULTURE OF EMPATHY

- Make empathy a core value
- Define it with students (e.g., determine what empathy looks like)
- Teach it; empathy is not just a trait, it is a learned skill
- Plan for it (i.e., embed empathy in practices and protocols)
- Practice it

TEACHING EMPATHY

Student-Friendly Concepts:

- Be Kind
- Be Curious
- Listen to Others
- Try to Understand

Make a Community Empathy Commitment

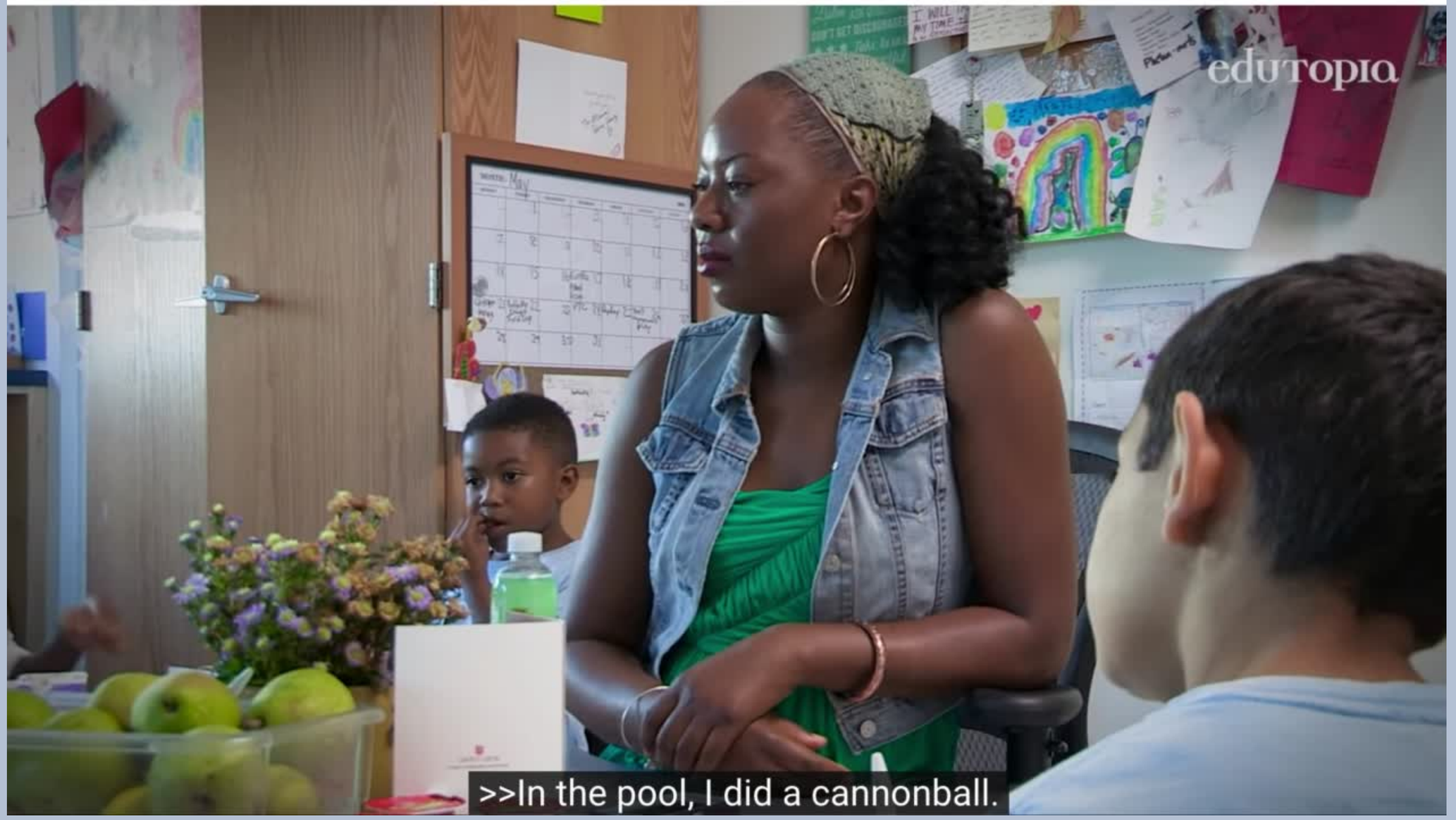
Use story books and scenarios to hold discussions around what it is, what it is not, and why it matters.

Reinforce It

How will you promote *empathy*
and how will it set
the stage for *belonging*?

BELONGING

A SENSE OF BELONGING IMPROVES STUDENTS' MOTIVATION AND ACADEMIC OUTCOMES


edutopia
>>In the pool, I did a cannonball.

BELONGING IN THE CLASSROOM

ALL STUDENTS FEEL WELCOMED AND VALUED

ALL STUDENTS FEEL KNOWN AND ARE ABLE TO BE THEIR TRUE SELF

THE ENVIRONMENT IS CULTURALLY AFFIRMING FOR ALL STUDENTS

ALL STUDENTS FEEL CONNECTED TO THE COMMUNITY

CULTURALLY AFFIRMING ENVIORNMENT

DIVERSITY

INCLUSION

RECOGNITION

CELEBRATION

COMMUNITY

CLASSROOM STRATEGIES FOR FOSTERING BELONGING

- Co-created classroom norms
- Utilize a culturally responsive and sustaining curriculum
- Establish sacred routines for building connections and community (e.g., circles, advisory time).
- Implement student collaboration protocols (e.g., *"I notice, I wonder"*)
- Build family & community connections and engagement

How do empathy &
belonging harness trust?

TRUST

"Trust is the most essential element in building relationships and improving learning.

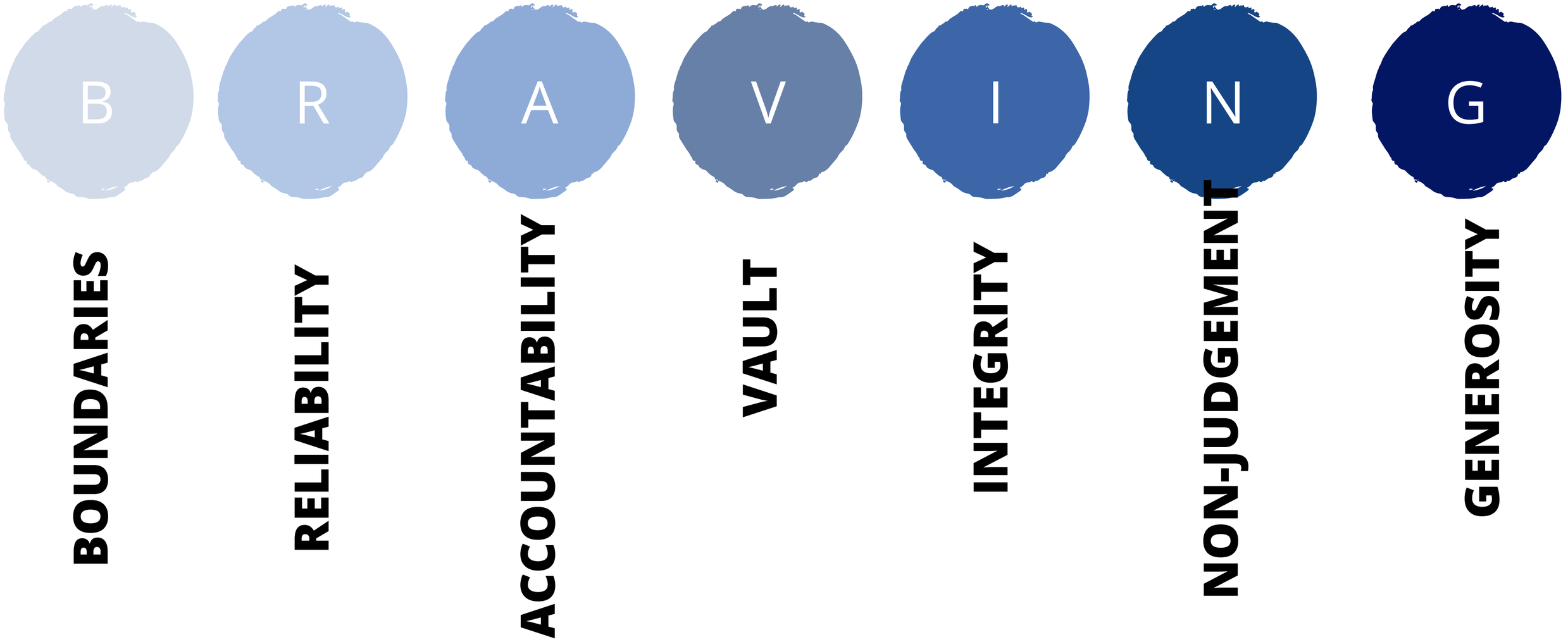
-Dr. LaKimbre Brown

TRUST IS SAFETY

TRUST IS COMFORT

TRUST IS FEELING LIKE SOMEONE HAS YOUR BACK

TRUST IS A BIG CONCEPT



CULTIVATING TRUST WITH THE BRAVING ACRONYM

- Guide students to define and identify actions/behaviors for each element
- Use the elements as a framework for co-created class-room norms
- Use stories and videos to teach the different elements ;sequence elements across the 1st quarter of the year
- Use the Brene Brown and Oprah video "The Anatomy of Trust" to promote discussion
- Celebrate and reinforce each element

TRUST IS BUILT OVER TIME

THE MARBLE JAR

A powerful metaphor and tool used to teach how psychological safety is based on small actions and built slowly.

SUPER
SOUL
SESSIONS

How does trust support vulnerbaility
and courage?

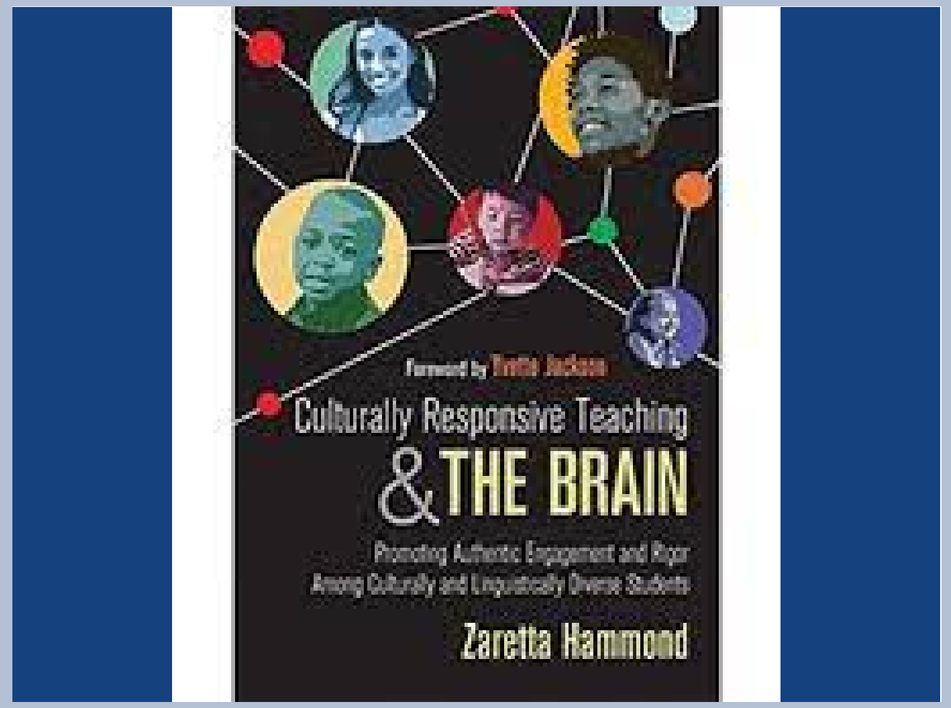
COURAGE & VULNERABILITY

“Courage starts with showing up and letting ourselves be seen. It starts with being vulnerable. And, vulnerability is the birthplace of innovation, creativity, and change.”

-Brené Brown

Intellectual Risk

"Intellectual risk is defined as engaging in adaptive learning behaviors such as sharing ideas, asking questions, attempting new tasks, and initiating problem solving that puts the learner at risk for making a mistake"



READY FOR RIGOR

A Framework for Culturally Responsive Teaching

AWARENESS

- Understand the three levels of culture
- Recognize cultural archetypes of individualism and collectivism
- Understand how the brain learns
- Acknowledge the socio-political context around race and language
- Know and own your cultural lens
- Recognize your brain's triggers around race and culture
- Broaden your

LEARNING PARTNERSHIPS

- Reimagine the student and teacher relationship as a partnership
- Take responsibility to reduce students' social-emotional stress from stereotype threat and microagressions
- Balance giving students both care and push
- Help students cultivate a positive mindset and sense of self-efficacy

Affirmation
Instructional Conversation
Validation
Wise Feedback

Students are Ready for Rigor and Independent Learning

INFORMATION PROCESSING

- Provide appropriate challenge in order to stimulate brain growth to increase intellective capacity
- Help students process new content using methods from oral traditions
- Connect new content to culturally relevant examples and metaphors from students' community and everyday lives
- Provide students authentic opportunities to process content
- Teach students cognitive routines using the brain's natural learning systems

COMMUNITY OF LEARNERS & LEARNING ENVIRONMENT

- Create an environment that is intellectually and socially safe for learning
- Make space for student voice and agency
- Build classroom culture and learning around communal (sociocultural) talk and task structures
- Use classroom rituals and routines to support a culture of learning
- Use principles of restorative justice to manage conflicts and redirect negative

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Science of
Learning &
Development
Alliance

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COURAGE AND VULNERABILITY: DEFINITIONS & MYTHS

Teach What It Is

- Trying your best
- Talking about how you feel
- Asking for what you need
- Being yourself
- Being kind to others who are trying to be themselves
- Taking risks even when we feel uncertain
- Making mistakes
- Growth Mindset

Teach What it Is Not

- Weakness
- Fearless (We are brave and afraid at the same time)
- Comfortable
- Oversharing
- Fixed Mindset

PROMOTING COURAGE & VULNERABILITY

- Social Emotional Learning (e.g., opportunities to put it all together)
- Culturally Responsive Teaching
- ALL OUT BAN ON SHAME
- Celebrate and share mistakes
- "Do It Again" culture
- Provide ample opportunities for curiosity and creativity

PUTTING IT ALL TOGETHER

PLANING FOR IMPLEMENTION

Write an improvement strategy

	A	B	C	D	E	F	G	H	I
1									
2	Engagement Strategy	*In order to improve intellectual risk and cognitive engagement, teachers will implement Brene Brown's research-based Daring Classrooms approach that cultivates empathy, belonging, trust, and courage among all students and staff.*							
3	Engagement Needs Alignment	*Mental Model Student Survey* **91% of students at X feel that they are cared for by an adult at school* **33% of students at X feel as though students care about each other at school* **35 % of students at X feel as though they have the opportunity to express their identity in the learning environment.* **22% of students at X reported they are less engaged when they perceive academic tasks to be difficult* **43% of students at X reported they feel physically, emotionally, and culturally safe at school.*							
4									
5									

Set a goal(s)

6		
7	EOY Goal	*By 5/15/2022, students will improve their intellectual risk and cognitive engagement from 22% of students reporting they are less engaged when the*
8		*perceive academic tasks to be difficult to 75%.*
9		

Break goals into milestones and success criteria

	Milestone 1	Goal Target 1
9		
10		
11	By 10/20/21, students and teachers in each classroom will co-create and commit to a clear set of values and a classroom "Safety Container" that is aligned to schoolwide goals (safe, successful and known) and sets the foundation for emotional engagement.	By 10/10/2021, the perception of safety will improve among students from 43% of students reporting they feel physically, emotionally, and culturally safe at school to 75%.
12		

Create detailed action plans for each milestone

	Action Steps	Personnel on Point	Targeted Stakeholders	Timeline		Linked Documents and Products	Check and Act	
				Start	*End*		*Completed*	*Challenges and Comments*
15	Whole staff (small working groups) overview and work on MIS shared values that align with	Erhart, Gillcrist	MIS Teachers/ Staff	8/9/2021	8/13/2021			
16	Train intervention teachers on the concepts of "Living your Values" and the "Safety	Gillcrist, MH Providers	Intervention Teachers, Moore	8/9/2021	8/13/2021			
17	Co-create a concise set of values to drive this pilot and a Safety Container for the teacher group to commit to	Gillcrist	Intervention Teachers, Moore, MH Providers, Students	8/9/2021	8/13/2021			
18	Design the protocol for co-creating values and the "Safety Container" with students for the classroom	Erhart, Gillcrist	Intervention Teachers, Moore, MH Providers	8/21/2021	8/28/2021			
19	Implement the protocol in each intervention classrooms to create a set of values and a safety container	Erhart	Intervention Teachers, Moore, Students	9/6/2021	9/10/2021			

Build a system of continuous improvement

RESOURCES

Brené Brown's Daring Classrooms Hub Link

Zaretta Hammond's Culturally Responsive Teaching & Ready for Rigor Framework. Link

Edutopia's Strategies for Cultivating Belonging in the Classroom. Link