

TRANSFORMING EDUCATION

Panel Two: Lead with Community at the Core

Watch the Recording: Recorded November 5, 2024

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Schools are broken and need fixing. There are pockets of excellence, but education needs systemic reforms. We are the profession. We need to see ourselves as the leaders. We need to have a voice at the table.



How many conversations are we having, and how aware are students of all of the issues? We are the gatekeepers of what schools look like. Teachers need to do a mind shift and co-construct with students and stakeholders.

What kind of world do we want? Do our students want? If we can't make change - if we're stuck - what do we have to do to change what's holding us back?

We get lost in competing priorities. Different things are important to different stakeholders. Then we play catch up when we see someone else doing good things without doing the foundational work necessary to be successful.

Too often students are not involved in decision-making around the life of schools. They need to know they have powerful voices, not when they grow up but now.



It starts with how we position ourselves. Schools need to be collaborative, transformative spaces in the life of the community. We need authentic ways of bringing community members to the table and have teachers be the facilitators of the conversation rather than gatekeepers.

We build trust by doing good work together. We need to be brave having uncomfortable conversations, and we need to unlearn in order to relearn.



The curriculum needs to break out of traditional boundaries. Shed the assumptions about what is valid learning. We need standards, but they shouldn't be telling us how to move forward. Free ourselves from the hidden curriculum that tells students they don't belong. This is the humanity of the work that we do. And we need the sustainability to keep going. We will never arrive at the pinnacle, so we can't get comfortable.

Schools need to be a safe place so when students want to find solutions to problems, they figure things out. They need to know how to "do" school so school does not "do" them.