

# Important ways from the readings that can inform our future school.

How much time do we have for this task? :)

Omg a meeting is minutes

Celebrating holidays (time off) outside of what NYC acknowledges

School staff from the community

Professional Development led both school staff and community members

Better lunch more options

place-based learning critically informed by history

arts education that is integrated into the curriculum arc, not an aside to learning

Teaching systems of oppression

Well paid staff (living wage)

Being sensitive to students' needs AND ALSO holding students accountable...bridging to them being accountable for themselves

Not permission allowed for bathroom breaks

conflict resolution methods that meet the needs of students and are responsive to the origins of conflict - healing and restorative approach

staff that is literate in their student community

Principal leadership: reflective of the community and student community. Supervised by a board that includes students

Demand from students what we believe they are capable of

Outside programs that are not focused on passing a test but rather community building. Students should decide what it looks like

The way that showed up in people's lives can impact what kind of care they engage in with others? How can this be addressed for people who don't know anything different?

Institutional carño: Build INTO the systems expectations of care, which might decrease potential unintentional harms

How do we determine what standards we're holding students to, and how they don't reify what we're trying to dismantle

Tensions between students being their authentic selves but operating using an academic language rubric

CBO partnerships

What can we learn from asking people what they mean when they "care" about student? We can glean whether they are engaging in "soft" or "hard" care or "aesthetic" or "authentic".

soft care is often a characteristic of white liberal feminism in education, as too often this care comes from a place of pity, and this leads to coddling students, treating them as less capable, and not supporting the meaningful ways

Are people who are engaging in superficial care cognizant of it or do they think they are killing it?

Group Key:  
low=1  
e=2  
k=3  
een=4  
orange=5

Authentic Care

considering child development

Creating spaces in schools for students to take part in infinity groups.

Offering these things to those who normally would not get it

Color(full) care

My Black professor in my sophomore year told me that my writing needed work...after all of my White professors just gave me As because my ideas were okay

when I was a sex educator in the DC schools and we responded to the needs of our African American male students by forging a long-term relationship with Howard Medical School students, whom we trained to be sex educators.

Critical Care

IF YOU DON'T GET LEFT OUT OF THE BUDGET AT LEAST ONCE THEN YOU'RE NOT CARING HARD ENOUGH

I had a Black professor in college who was critical af, queer af, black af, and made the class challenging in a school that was not typically rigorous. It was amaze-balls.

Literal science

My first principal really embodied critical care and hard care... she pushed us to be our best but provided a lot of support as well

Whole student care, holistic care, holistic understandings of our education work.

Aesthetic Care

- WORD BANK!
- academic support
  - emotional support
  - high expectations
  - parents and community involvement
  - extracurriculars
  - a future orientation
  - belief of capable of success
  - reciprocity of vulnerability

Authentic Cariño

Validating feelings

Supplemental Support: creating materials for reading and writing workshops AND ALSO feeding the youth, sharing, CAPRI SUNS W NO RECEIPTS, emotional support

Soft Caring

Grounded care. Factual care.

Hard caring

