



The Leading Network for Innovation at Independent Schools



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**As a friend**

**As a Parent**

**As an Educator**

## What is allyship, ChatGPT?

A word cloud visualization of terms related to allyship and social justice. The words are arranged in a circular pattern, with the most prominent words in the center and smaller words towards the edges. The colors range from light blue to dark blue.

Key words include: **communities**, **allyship**, **justice**, **students**, **marginalized**, **social**, **involve**, **experiences**, **learning**, **curriculum**, **opportunities**, **identities**, **skills**, **content**, **privileges**, **inclusion**, **action**, **develop**, **include**, **equity**, **promote**, **encourage**, **oppression**, **inclusive**, **advocate**, **issues**, **involves**, **resources**, **activities**, **privilege**, **working**, **voices**, **others**, **teaching**, **towards**, **support**, **groups**, **different**, **events**, **perspectives**, **understanding**, **empathy**, **biases**, **exercises**, **educational**, **discussions**, **actively**, **ways**, **organizations**.



Curriculum is a Dance between  
Skills & Content  
Time and Space  
Strategy & Tactics

So what kind of curriculum could enable  
allyship against...



# LETS TALK CURRICULUM IDEOLOGY

- PURPOSE
- KNOWLEDGE
- CHILDHOOD

**STRATEGIC**

- TEACHING
- LEARNING CONTEXT
- ASSESSMENT

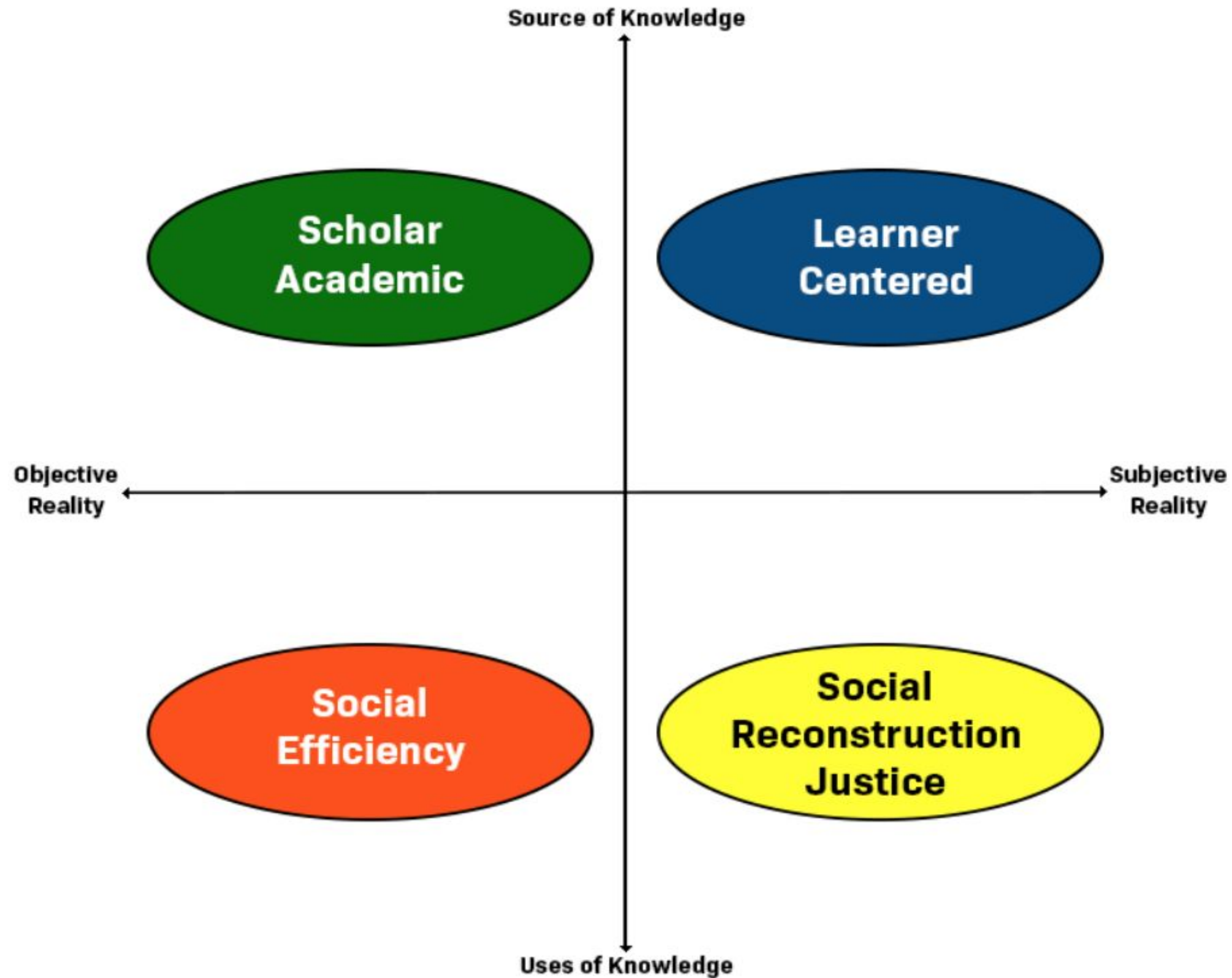
**TACTICAL**





About 2,500 years ago, Chinese military strategist, Sun Tzu, wrote “The Art of War.” In it, he said: “**Strategy without tactics is the slowest route to victory.** Tactics without strategy is the noise before defeat.”





Source: Michael Stephen Schiro, *Curriculum Theory, Conflicting Visions & Enduring Concerns*: Sage Publications, 2013.

# KNOWLEDGE

- A. The knowledge of most worth is the structured knowledge and ways of thinking that have come to be valued by the culture over time.

## **SCHOLAR ACADEMIC**

- B. The knowledge of most worth is the personal meaning of oneself and of one's world that comes from one's direct experience in the world and one's personal response to such experience.

## **LEARNER-CENTERED**

- C. The knowledge of most worth is a set of social ideals, a commitment to those ideals, and an understanding of how to implement those ideals.

## **SOCIAL RECONSTRUCTION**

- D. The knowledge of most worth is the specific skills and capabilities for action that allow an individual to live a constructive life.

## **SOCIAL EFFICIENCY**

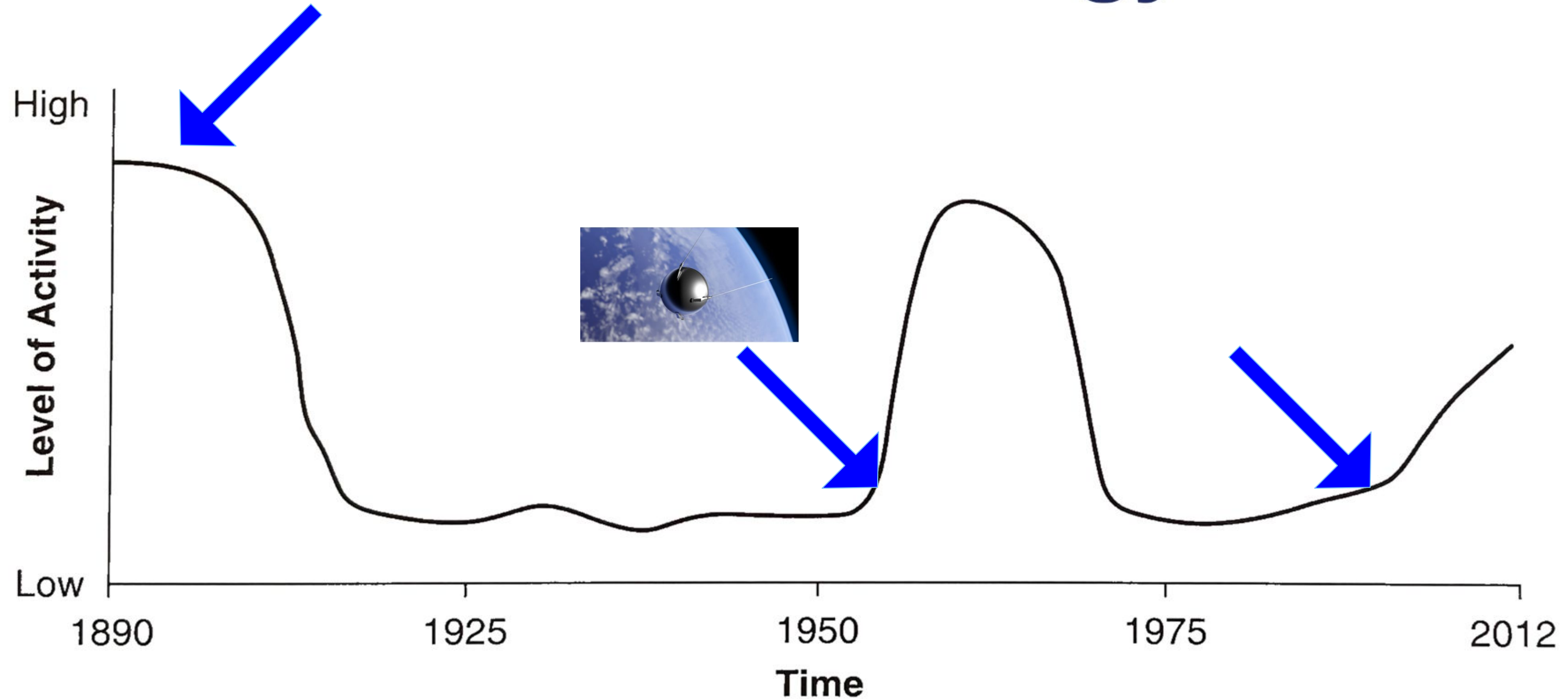


# CHILDHOOD

- A. Childhood is essentially a period of intellectual development highlighted by growing reasoning ability and capacity for memory that results in ever greater absorption of cultural knowledge.
- B. Childhood is essentially a time when children unfold according to their own innate natures, felt needs, organic impulses, and internal timetables. The focus is on children as they are during childhood rather than as they might be as adults.
- C. Childhood is essentially a time for practice in and preparation for acting upon society to improve both oneself and the nature of society.
- D. Childhood is essentially a time of learning in preparation for adulthood, when one will be a constructive, contributing member of society.

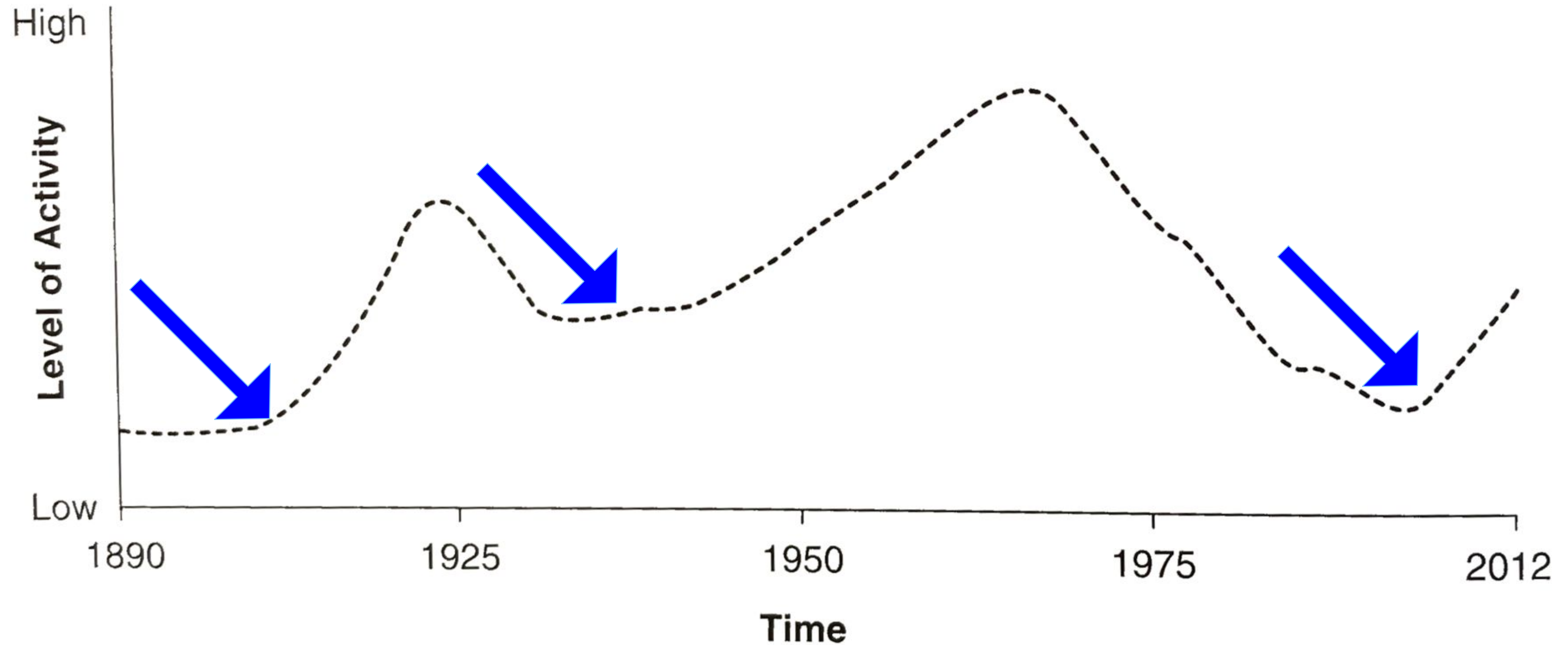
<b>Ideology</b>	<b>Scholar Academic</b>	<b>Social Efficiency</b>	<b>Learner-Centered</b>	<b>Social Reconstruction</b>
<b>Advocates</b>	The Colleges, E.D. Hirsch	NCLB, Bobbitt, Gagne, Behavioral psychologists	Rousseau, Froebel, Dewey, Francis Parker, Steiner, Montessori	George Counts, Derrick Bell, Crenshaw, Kendi
<b>Purpose</b>	Transfer of accumulated cultural knowledge to advance the disciplines.	Preparation for productive lives and the needs of a functioning society and economy.	Releasing the unique capacities of the individual to grow by experience and knowledge construction.	Releasing the potential of society to grow through better understanding of what is and should be.
<b>Teaching</b>	Transmitting	Managing	Facilitating	Collegially Participating

# Scholar Academic ideology over time



Source: *Curriculum Theory: Conflicting Visions and Enduring Concerns*, by Michael Stephen Schiro

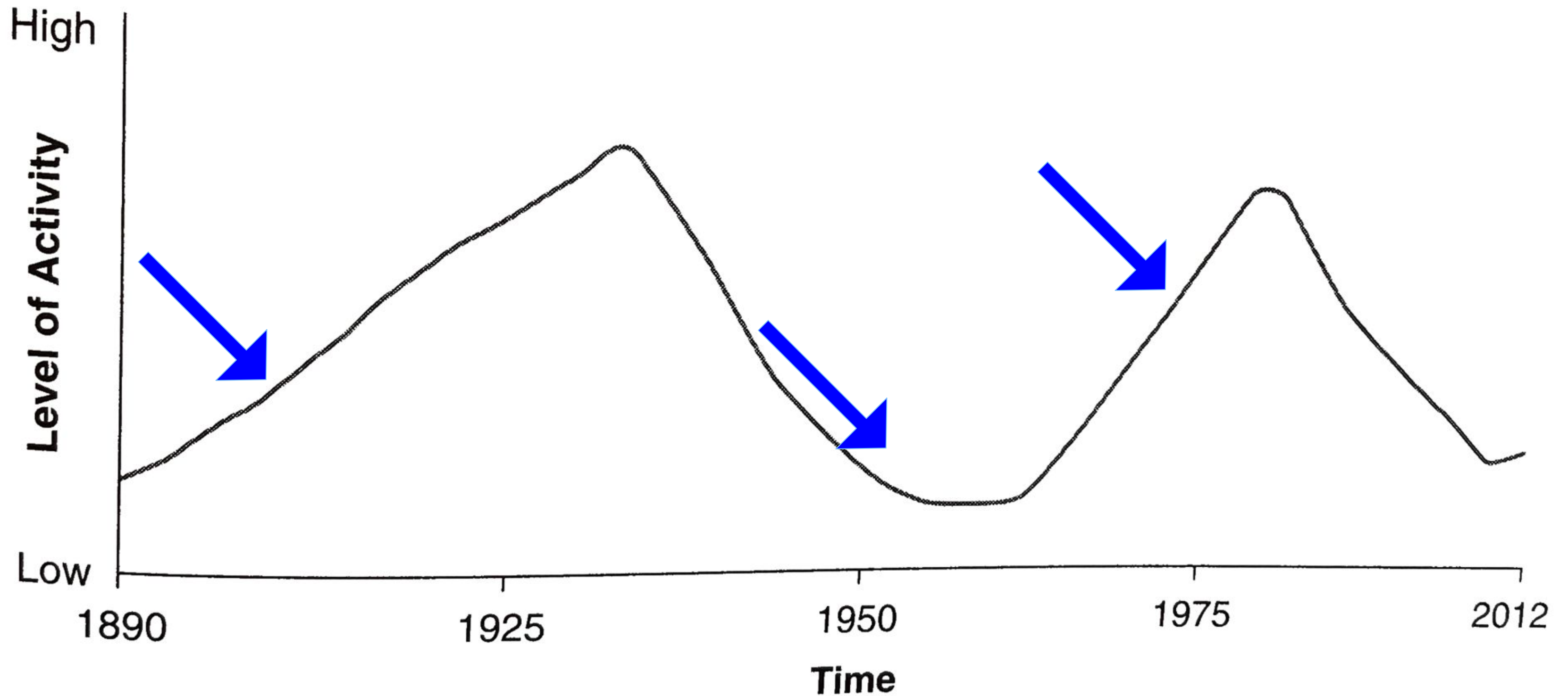
# Social Efficiency ideology over time



Source: *Curriculum Theory: Conflicting Visions and Enduring Concerns*, by Michael Stephen Schiro



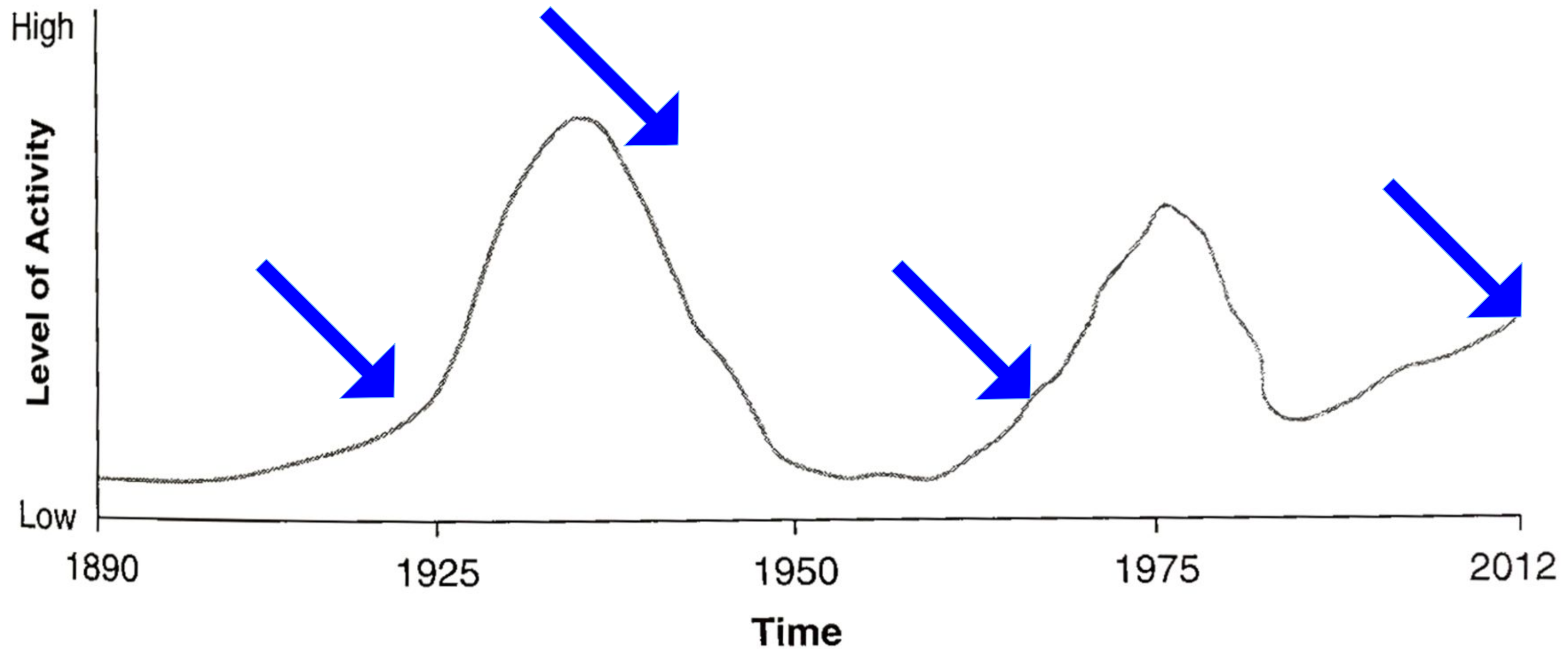
# Learner Centered ideology over time



Source: *Curriculum Theory: Conflicting Visions and Enduring Concerns*, by Michael Stephen Schiro

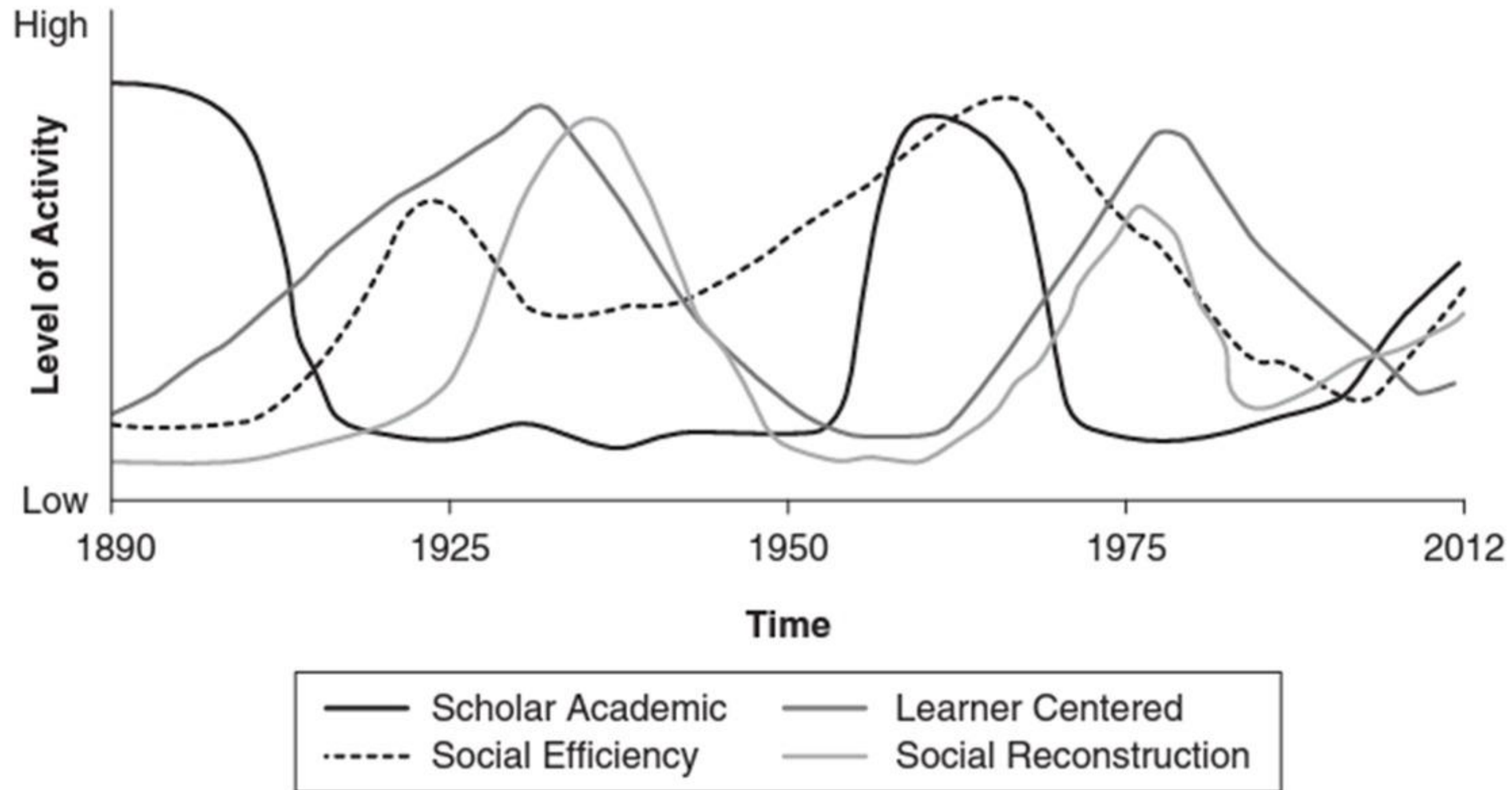


# Social Reconstruction ideology over time



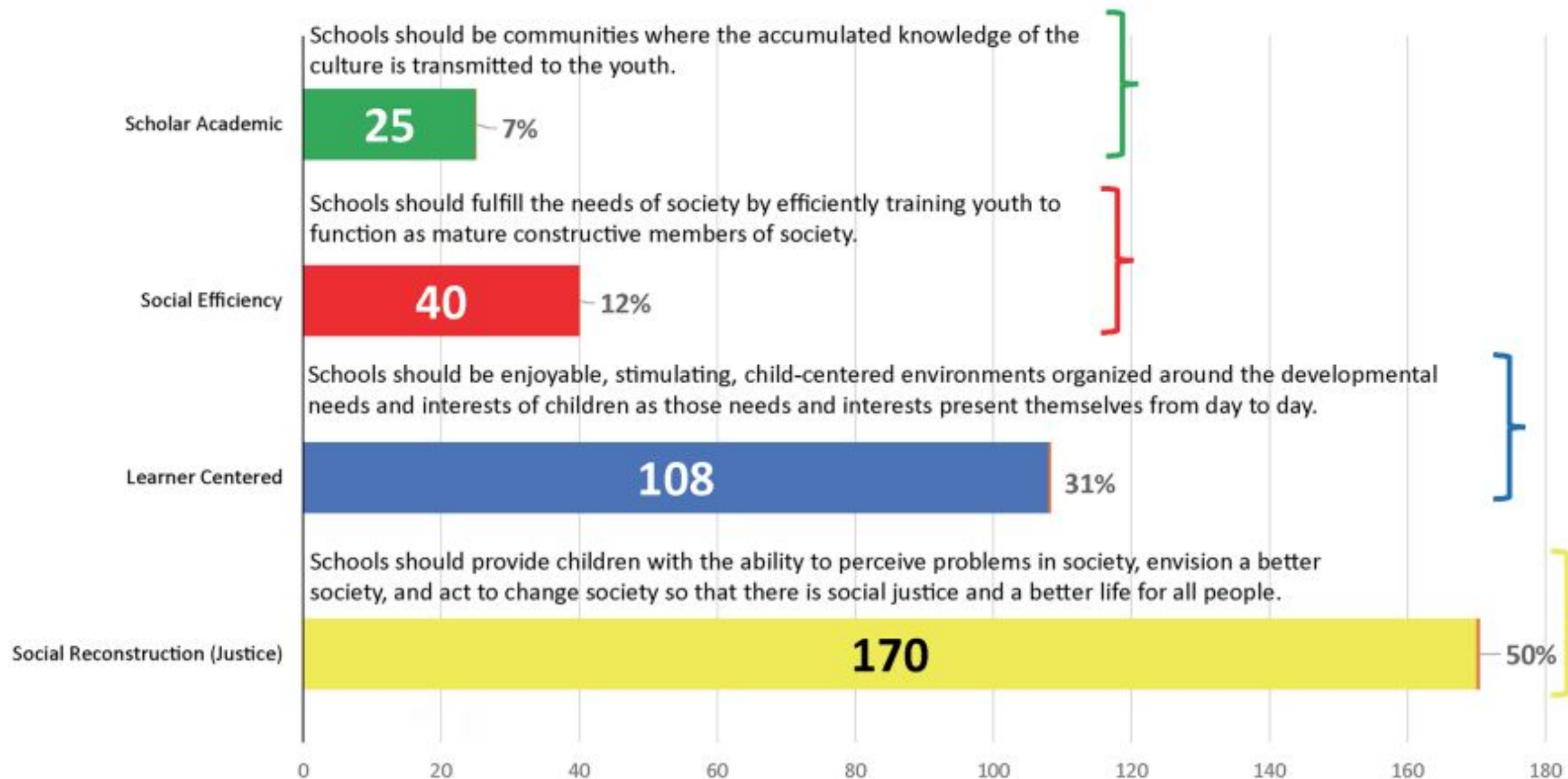
Source: *Curriculum Theory: Conflicting Visions and Enduring Concerns*, by Michael Stephen Schiro

# Ideologies activity over time



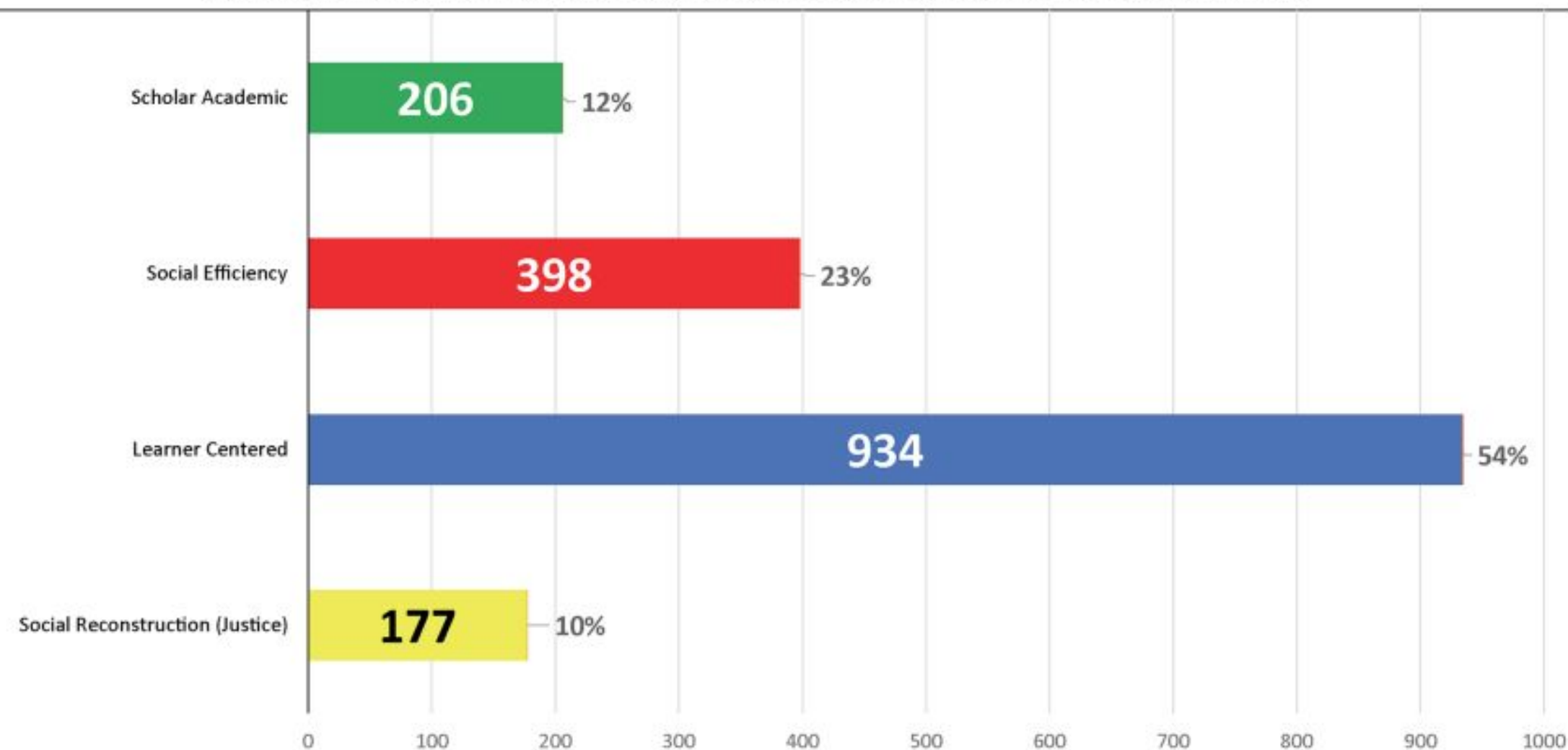
Source: *Curriculum Theory: Conflicting Visions and Enduring Concerns*, by Michael Stephen Schiro

## QUESTION 1: ON PURPOSE OF SCHOOLS (1st Choice)



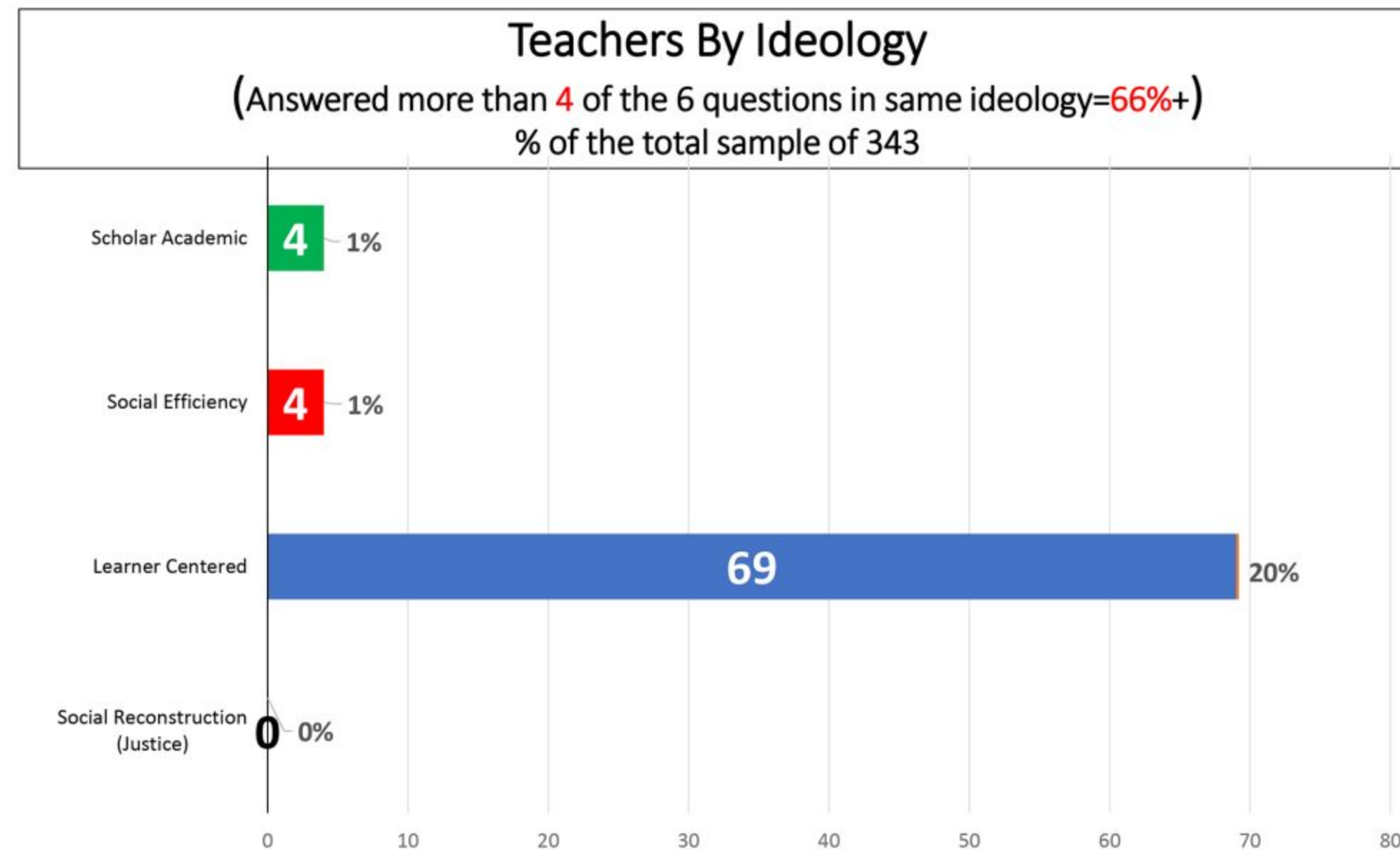
## TOTAL 1st CHOICE RANKINGS WITHOUT PURPOSE OF SCHOOLS

Questions on Teaching, Learning, Knowledge, Childhood & Assessment ONLY



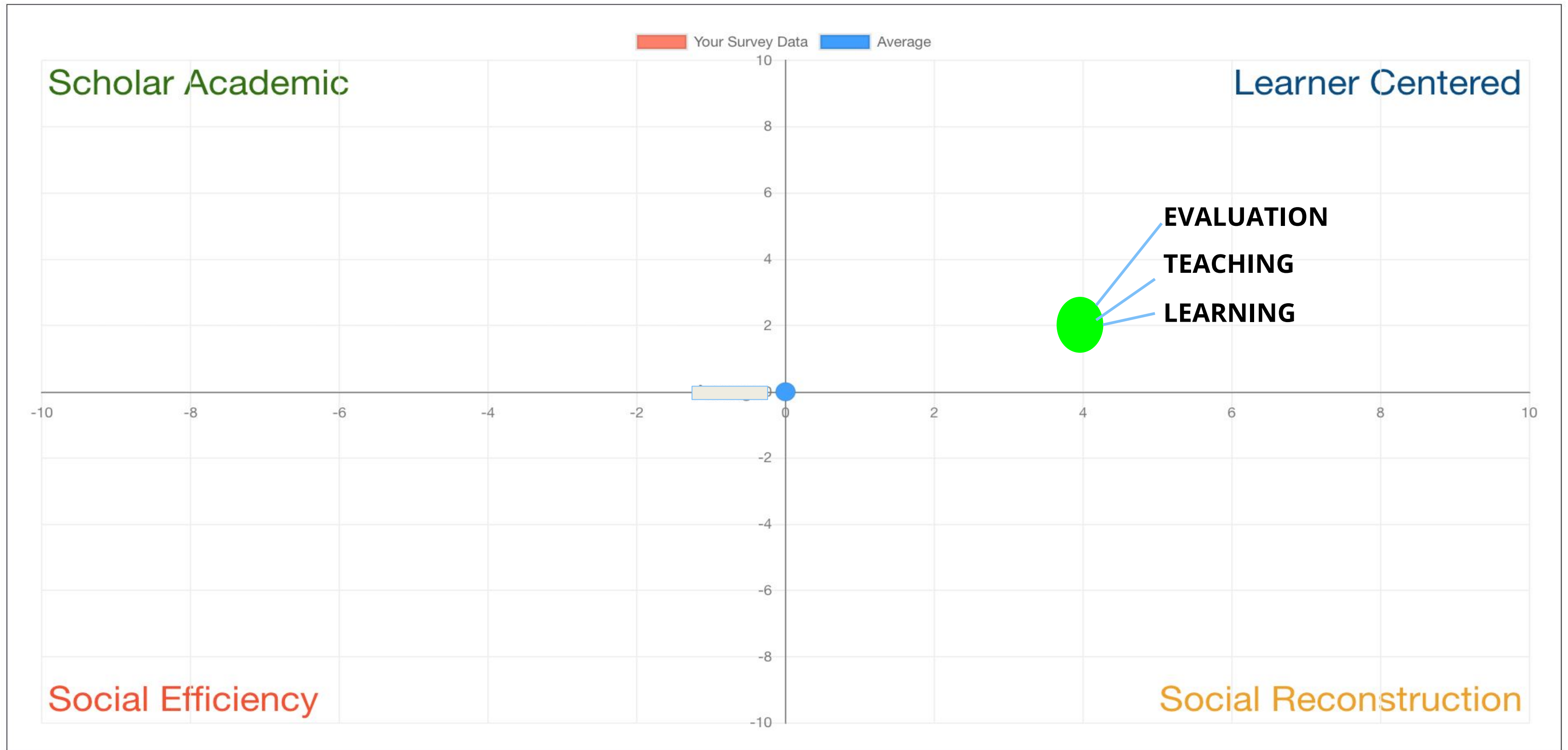
OESIS National Independent School Teacher Survey  
June 2022: 343 Teachers from 207 Schools Participating

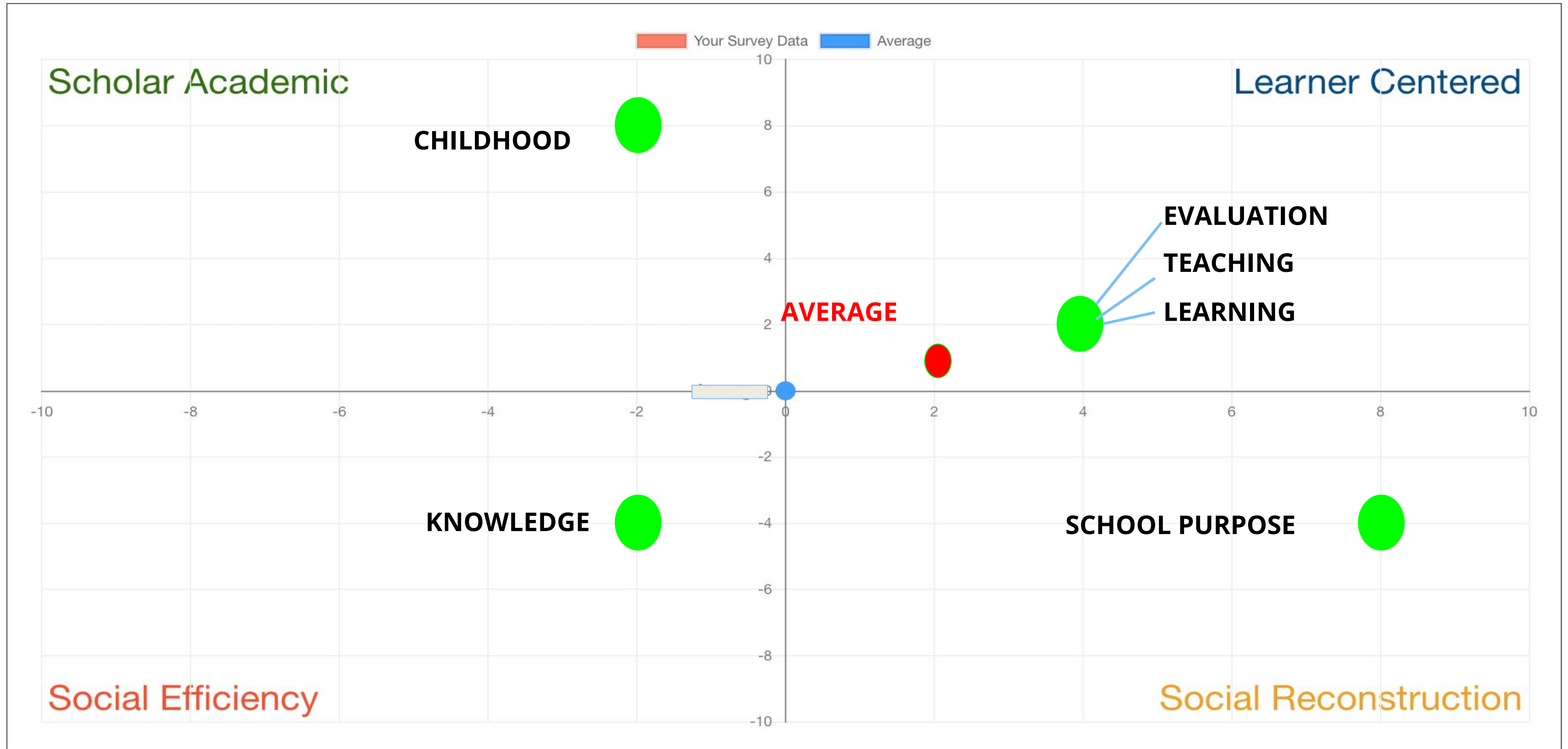


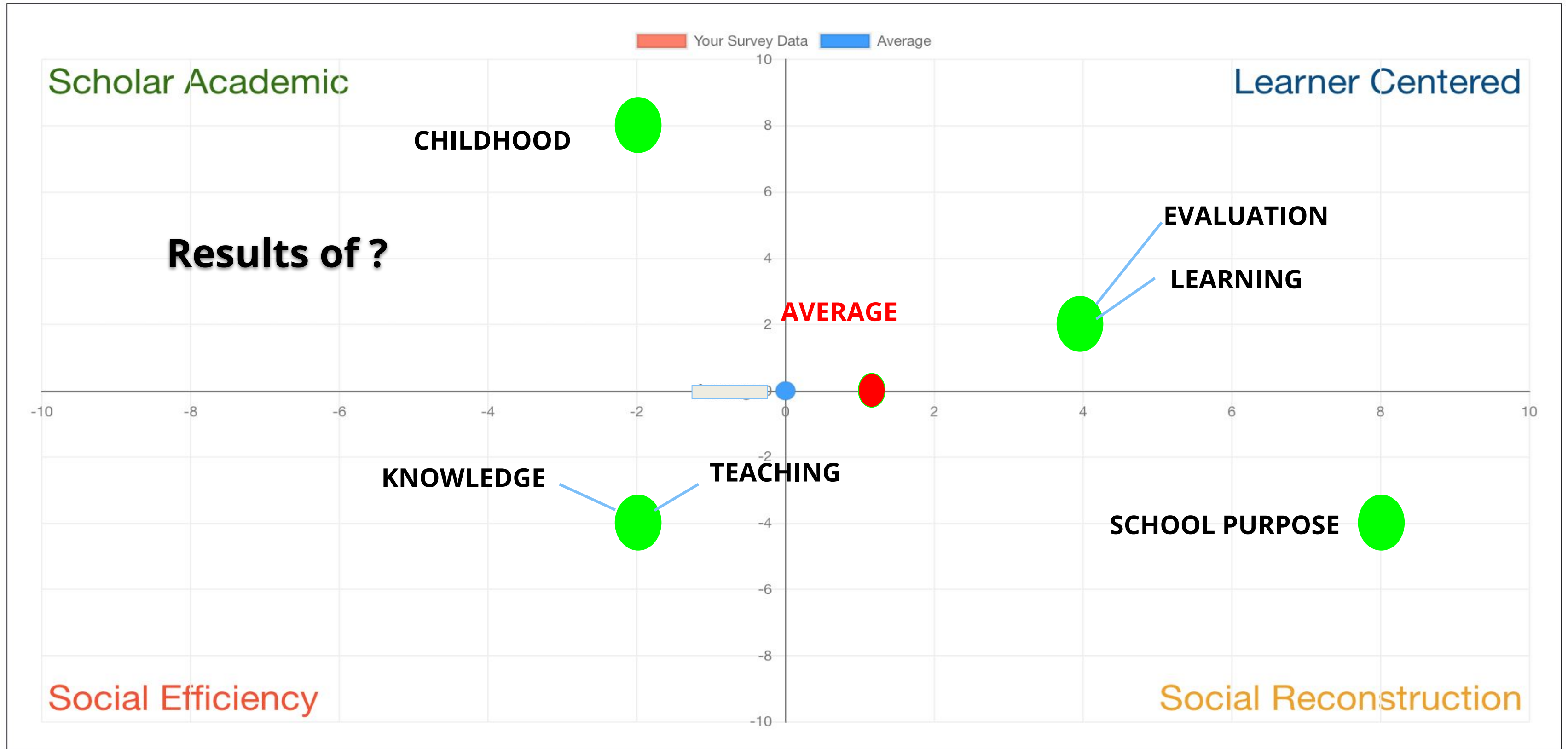


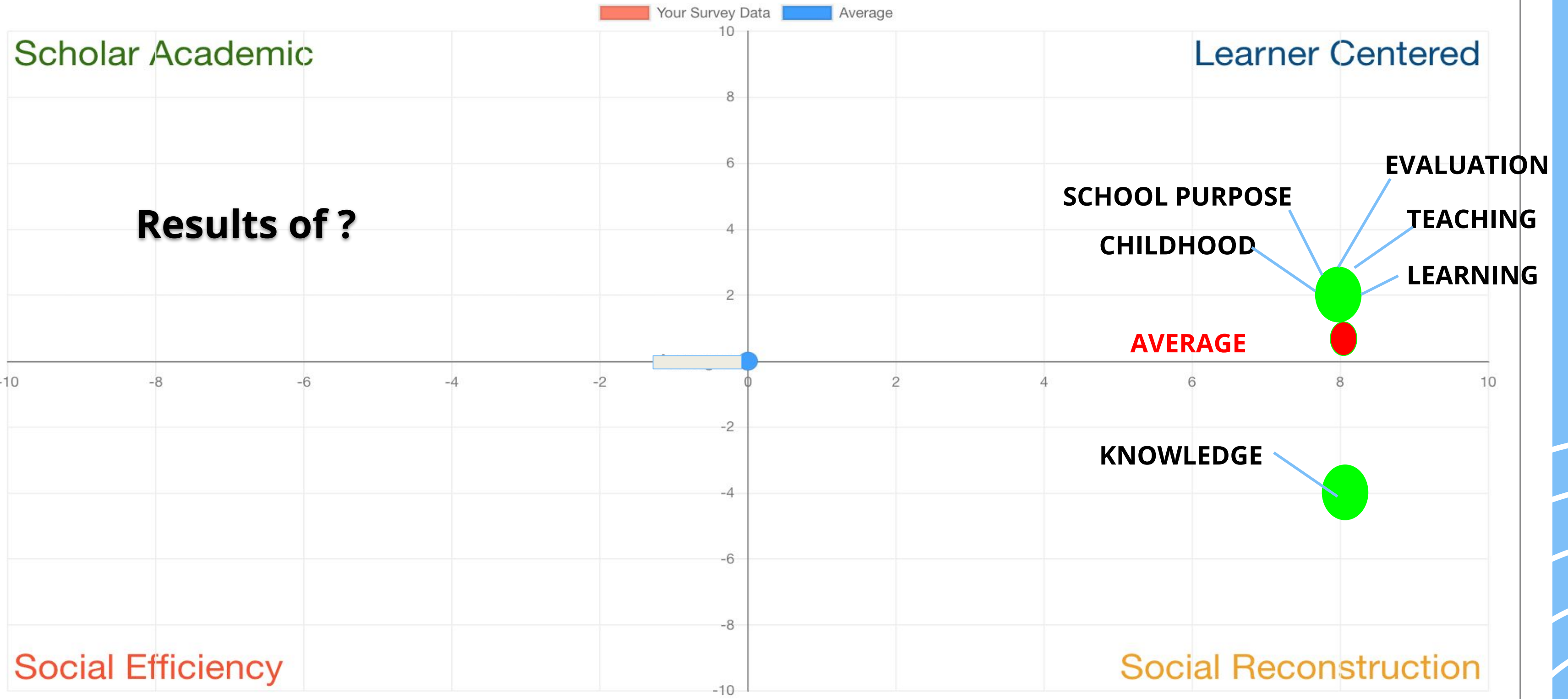
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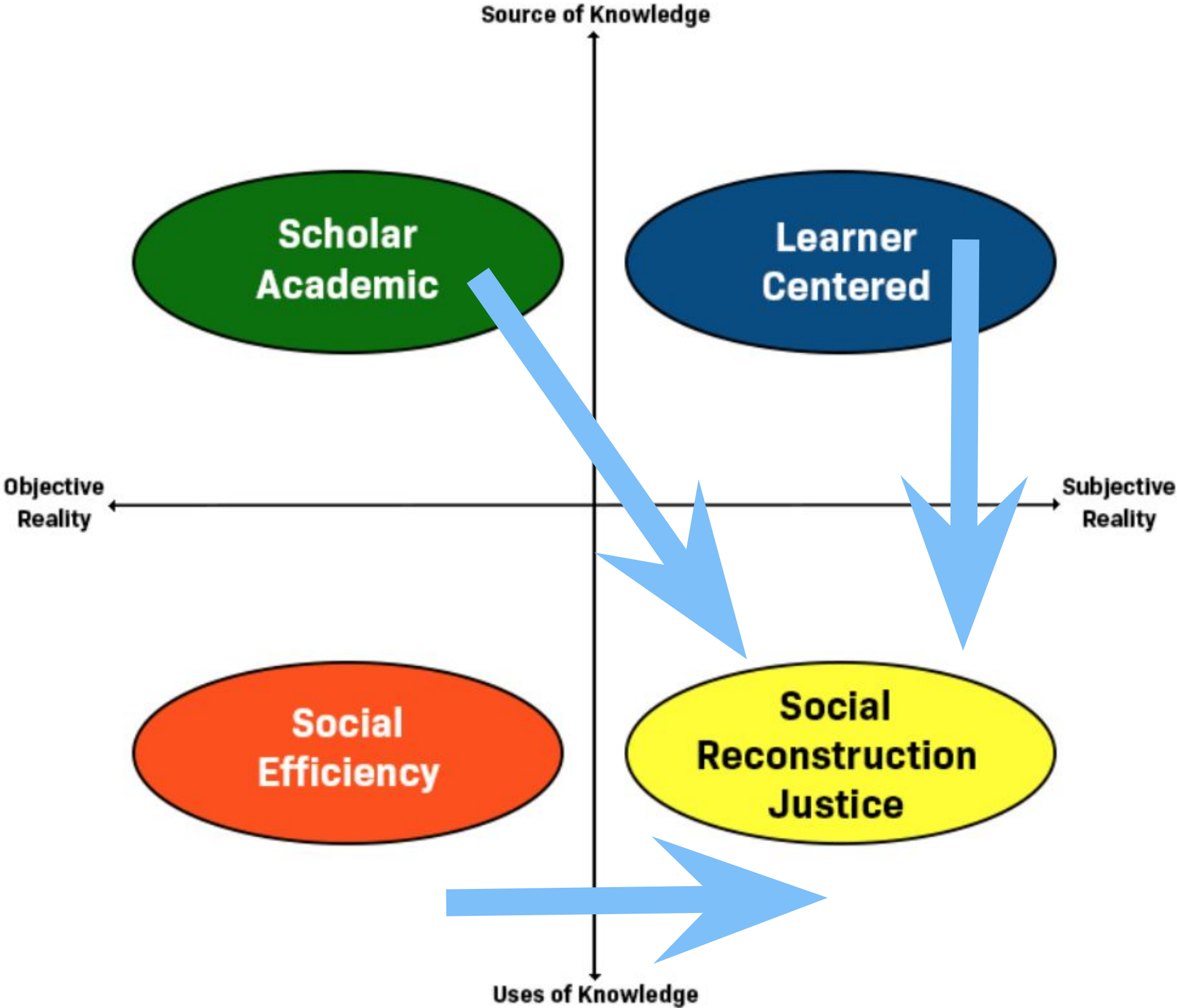




	PURPOSE	TEACHING	LEARNING	KNOWLEDGE	CHILDHOOD	EVALUATION	SCHOOL FIT SCORE
Scholar Academic	4	4	4	4	4	4	24
Learner Centered	1	1	1	2	1	1	7
Social Reconstruction	2	2	2	1	2	2	11
Social Efficiency	3	3	3	3	3	3	18
	PURPOSE	TEACHING	LEARNING	KNOWLEDGE	CHILDHOOD	EVALUATION	SCHOOL FIT SCORE

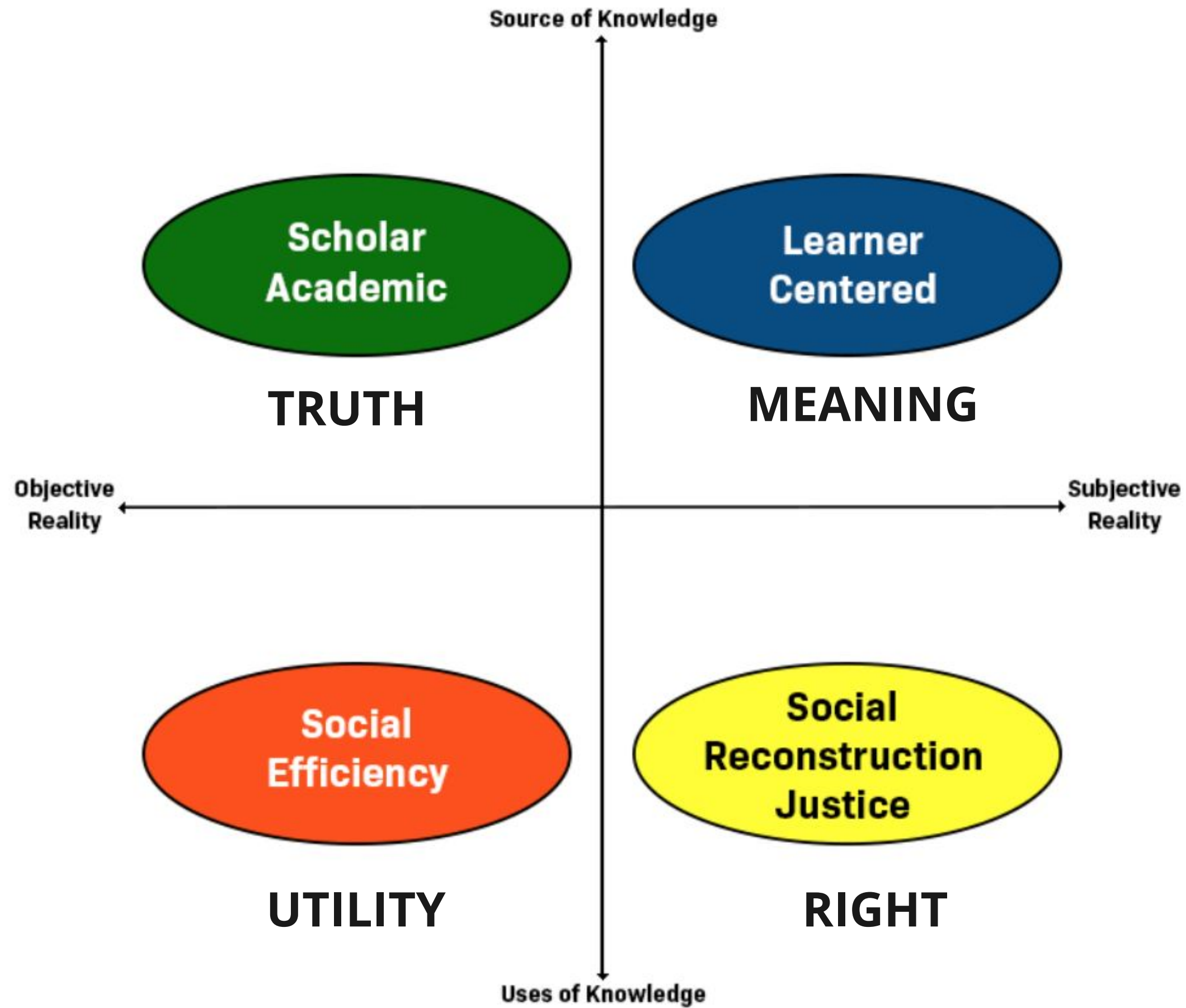


# CONFLICTING VISIONS

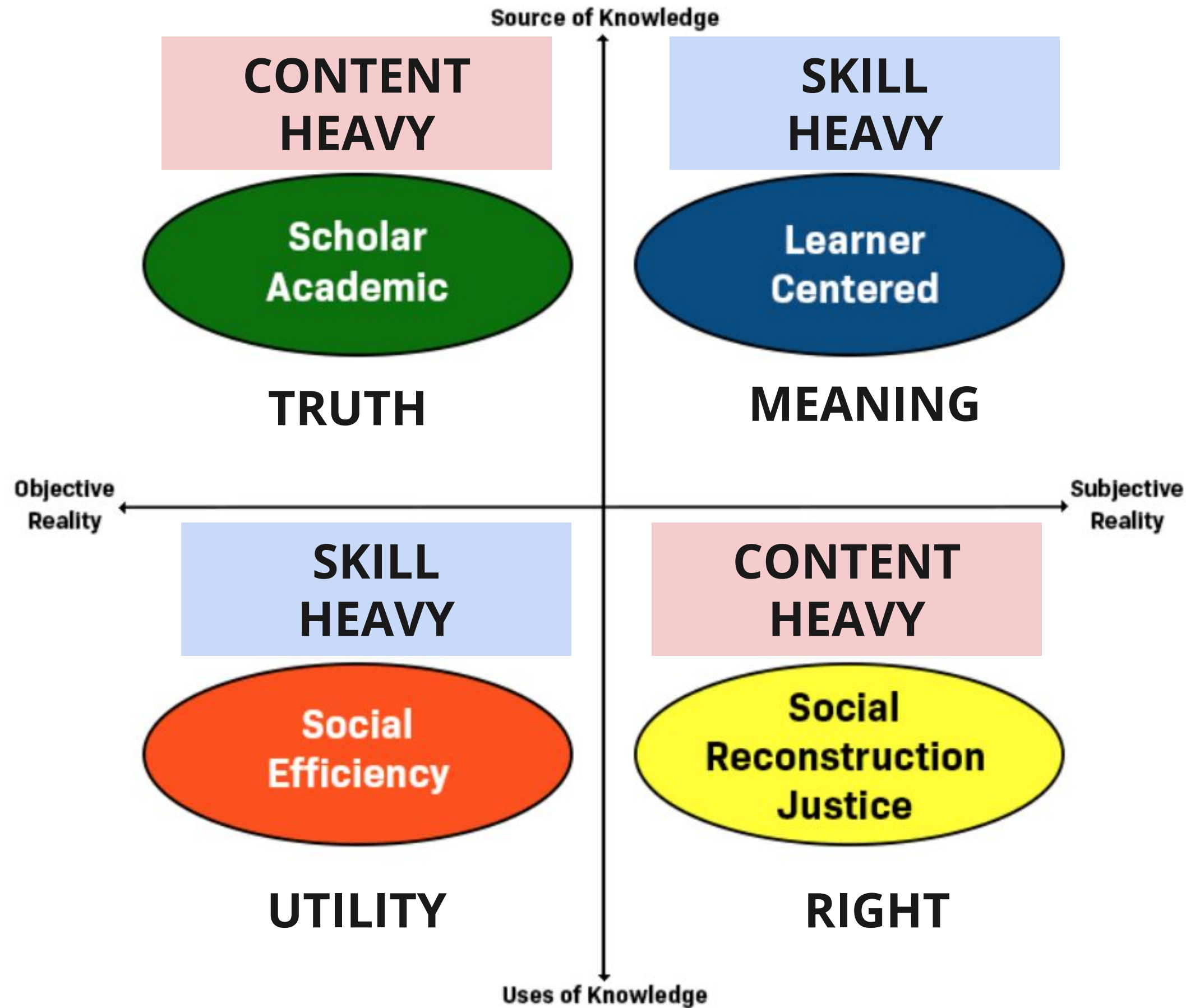


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Source: Michael Stephen Schiro, *Curriculum Theory, Conflicting Visions & Enduring Concerns*: Sage Publications, 2013.



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Why DEIJ is Desperately Seeking a Curriculum Date | Sanje Ratnavale | 10  
Min Read

- Failure to Define Skills
- Failure to Find Time
- Failure to Reconcile Pedagogy
- Impact on Free Speech
- Lack of Buy-In With Teachers



# What will happen next?

1. Sputnik Again
  - AI/Chips
2. The More Content Fix
  - Polarization
3. Alignment & Skills





# What will it take to insert Allyship?

Teaching  
Learning  
Assessment



## **Articulation of Skills**

- Anti-Racist
- Friendship
- Character
- Accessibility
- K-12 Age Appropriate

**DO THE SANJE TEST**



“Like many other independent schools,  
Andover does not articulate clear goals for  
student learning in each department and  
across the school.”

2023 Rand Report on Andover



Research Report

HEATHER L. SCHWARTZ, ELIZABETH D. STEINER, REBECCA L. WOLFE, DMITRY KHODYAKOV,  
EMILY DAO, DIANNE DOMENECH-BURGOS, JEFFREY C. DOMINA, RAJESH R. MUNDRA

Andover's Teaching  
and Departmental  
Reviews



Explicit goals for student learning are the starting point for a more coherent instructional system...A coherent instructional system starts with identifying **the skills and knowledge** that the school's instruction should impart to students, then ensures that curricula cover these skills and knowledge as do classroom assessments, and ends with both professional learning for teachers and a teaching review system that aligns with those desired skills and knowledge.



Research Report

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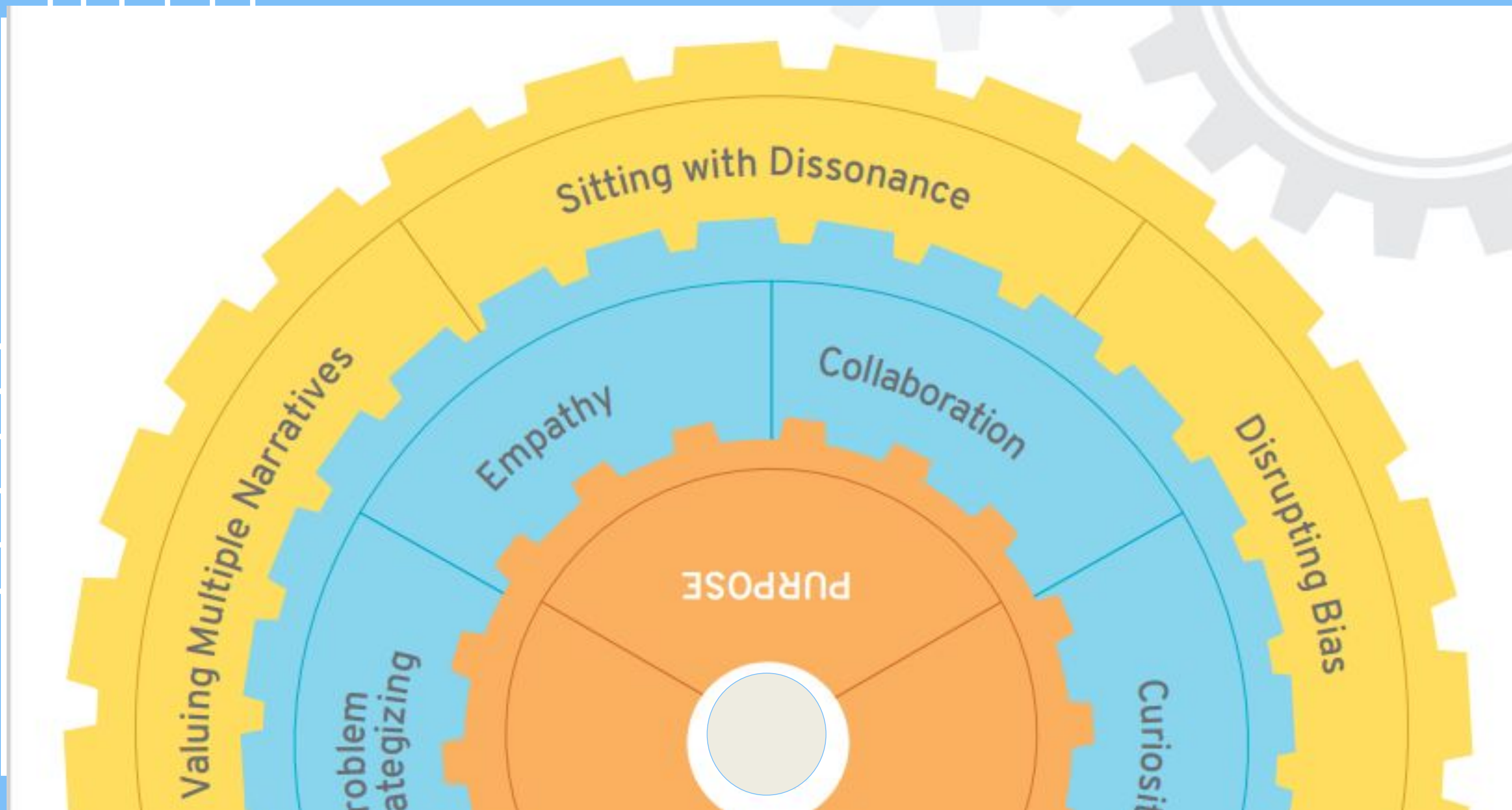
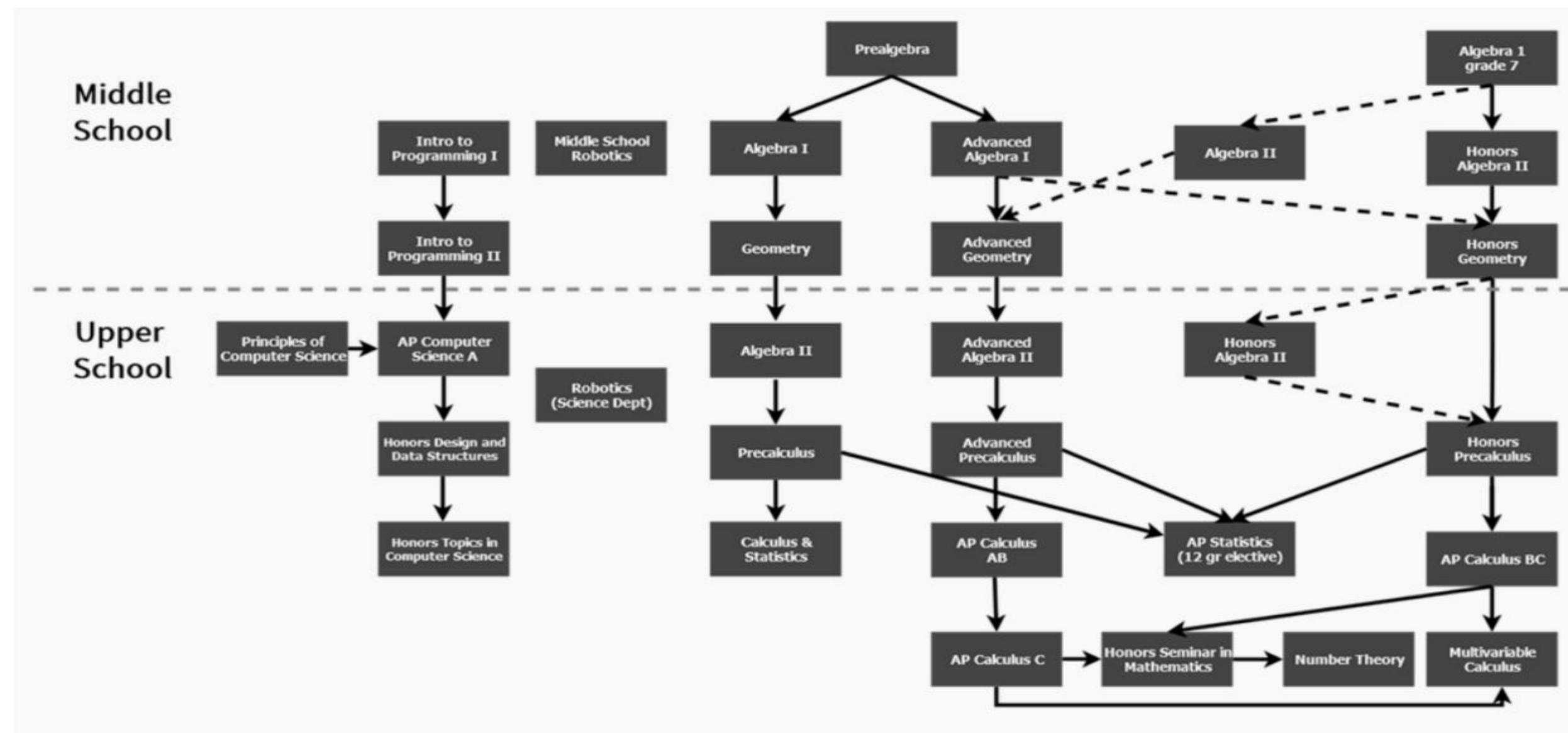




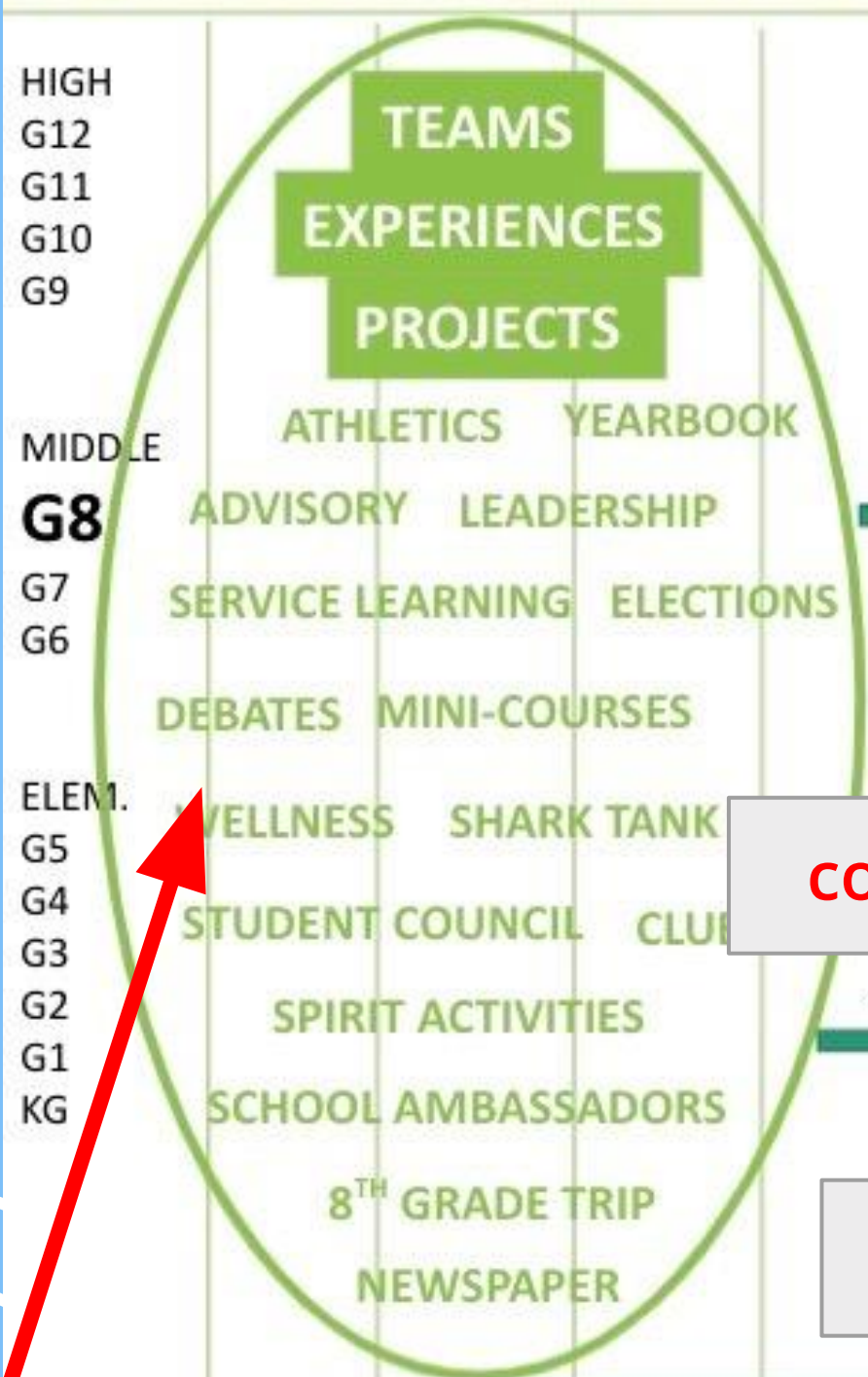
Table 24

Grade	Accelerated Track	Honors Track	
9 <sup>th</sup>	Analytic Geometry and Functions with Transformations	Geometry and Algebra with Transformations	
10 <sup>th</sup>	Advanced Algebra and Pre-Calculus <i>June: SAT Subject Test — Math Level 2</i>	Functions, Trigonometry, and Advanced Algebra	
11 <sup>th</sup>	Advanced Placement Calculus AB <i>March: SAT</i> <i>AP Calculus AB Exam</i>	Advanced Topics and an Introduction to Calculus, Honors <i>March: SAT</i> <i>June: SAT Subject Test — Math Level 2</i>	
12 <sup>th</sup>	Advanced Placement Calculus BC <i>AP Calculus BC Exam</i>	Advanced Placement Calculus AB <i>AP Calculus AB Exam</i>	Statistics



# PATHWAYS WILL BE STUDENT DRIVEN FROM THE WHOLE STUDENT EXPERIENCE

## CO/EXTRA CURRICULAR VERTICAL



## MIDDLE SCHOOL 8TH GRADE COMMUNICATION COMPETENCY

M=MILESTONES OF META-SKILLS  
R= Performance Requirements

### M1. INFORMATION ORGANIZATION

(R1) Repeating & Organizing

### M2. USING EVIDENCE

(R1) Identifying – (R2) Selecting  
- (R3) Citing – (R4) Incorporating

### M3. LISTENING

- (R3) Analyzing - (R4) Evaluating

### M4. PRESENTING

(R1) Identifying Context -  
(R2) Relating to Audience

### M5. TONE

(R1) Selecting Style – (R2) Using Convention

## COURSE VERTICAL

Math Engl Lang Sci. Hist Art

### PROJECTS EXPERIENCES

- CAPSTONES ART EXHIBITS
- HARKNESS MEDIA LABS
- DRAMA COUNTRY PROJECTS
- SCIENCE FAIRS PORTFOLIOS
- PROOFS DEBATES FIELD TRIPS
- ORAL DICTATIONS INSTITUTES
- CREATIVE WRITING LABS
- STUDENT-LED CONFERENCES
- DIGITAL CITIZENSHIP
- HANDBOOK

competency

outcome

opportunities

indicator

opportunities



## **Pedagogy/ Free Speech**

- Skills Impact Pedagogy
  - Teacher Bias
- Discussion / Case Studies (Bell)





**The  
Guardian**

US is changing federal race and ethnicity categories for first time in 27 years

theguardian.com • 4 min read

- ## Community Pedagogy
- Groupings by Race/Ethnicity
  - Civic Ideologies



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# **CONTENT ISSUES: Definitions of Antisemitism**

- Columbia
- Jerusalem Declaration
- International Holocaust Remembrance  
Alliance's
- Orientalist- Al Jazeera



# **CONTENT ISSUES: Dovetailing Narratives or Ideologies & Historical Depth**

- Settler/Colonial
- Intersectionality
- White Privilege
- Power Outcomes





# **Why will this approach work?**

Apolitical not content driven

Student-driven/Purpose

Community-aligned

Relevant

Ethnically-focused



**More Details at the Workshop**  
Building Capacity  
Creating Curricular Alignment  
Imagining the End Game  
Beginning the Agile Work in the Middle  
5-7 Years

