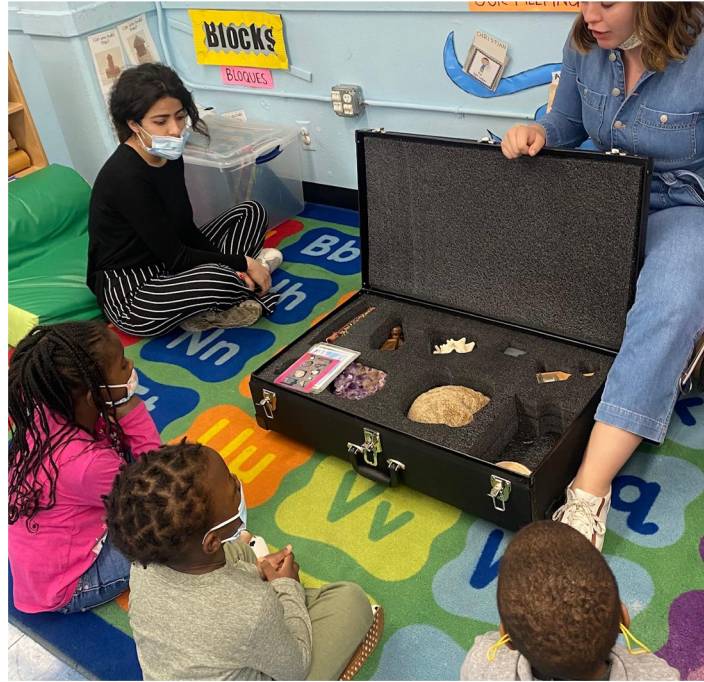
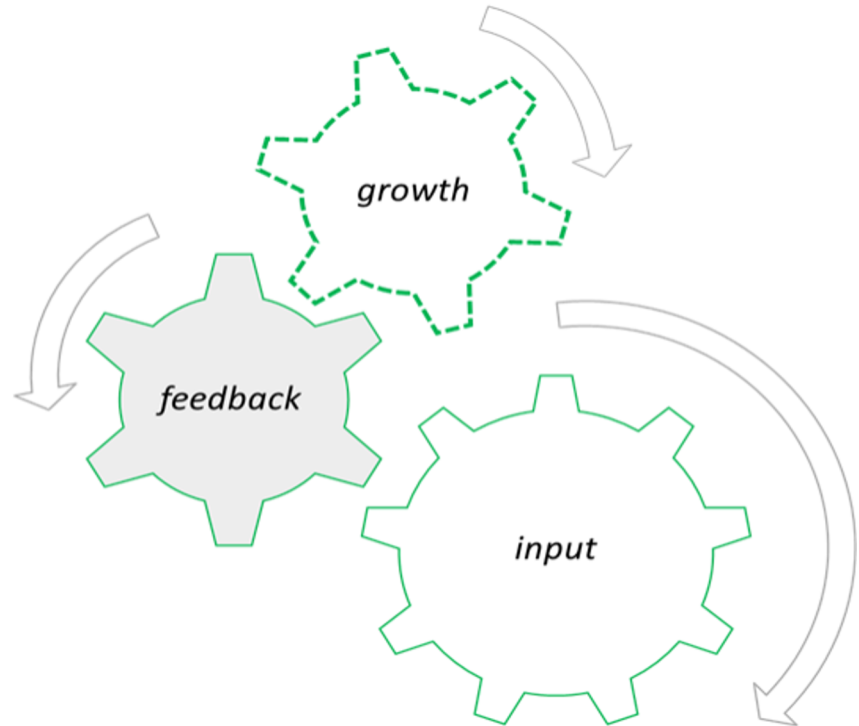


Co-Curating, Co-Creating: Developing Sustaining Relationships through an Advisory Council



Co-Curating, Co-Creating: Developing Sustaining Relationships through an Advisory Council

Advising educators guided the creation of *Museum On the Go for Pre-K*, thematically curated cases of collection objects and accompanying early childhood curriculum.



Community-based Research Cycle



Introductions

Laura Kujo (she/her) is an Arts Consultant working in teaching, learning, and evaluation with a demonstrated commitment to culturally-responsive and community centered practices that constructively and creatively engage participants throughout the assessment process.

Kate Mirand Calleri (she/her) is the Curator and Manager of Collections Interpretation at BCM and oversees the hands-on activation of the Museum's collections in exhibits, school and public programs, museum-wide special projects and the Teen Curators Program.

Kristin Scarola (she/her) is a museum education consultant who specializes in developing exhibits, programs, and trainings for early childhood audiences. Along with her work in museums, she teaches pre-service teachers at the City University of New York (CUNY).

Introductions

On your table is an image of an object from Brooklyn Children's Museum.

Engage:

Pass the image, or place it at the center for **observation**.

Connect:

- a. Take turns. Say the **first word** that comes to mind about the object;
- a. **Share your name** + preferred pronouns;
- b. **Introduce the community** you hope to engage



Worksheet

We will be pausing throughout the presentation to give you time to draft ideas for collaborating with and advisory.

Begin by considering your current **communities**:

Who do you currently serve?

Overview

Welcome

About Brooklyn Children's Museum

What is *Museum-On-the-Go*?

Development Process

Input

Feedback

Growth



Who we are

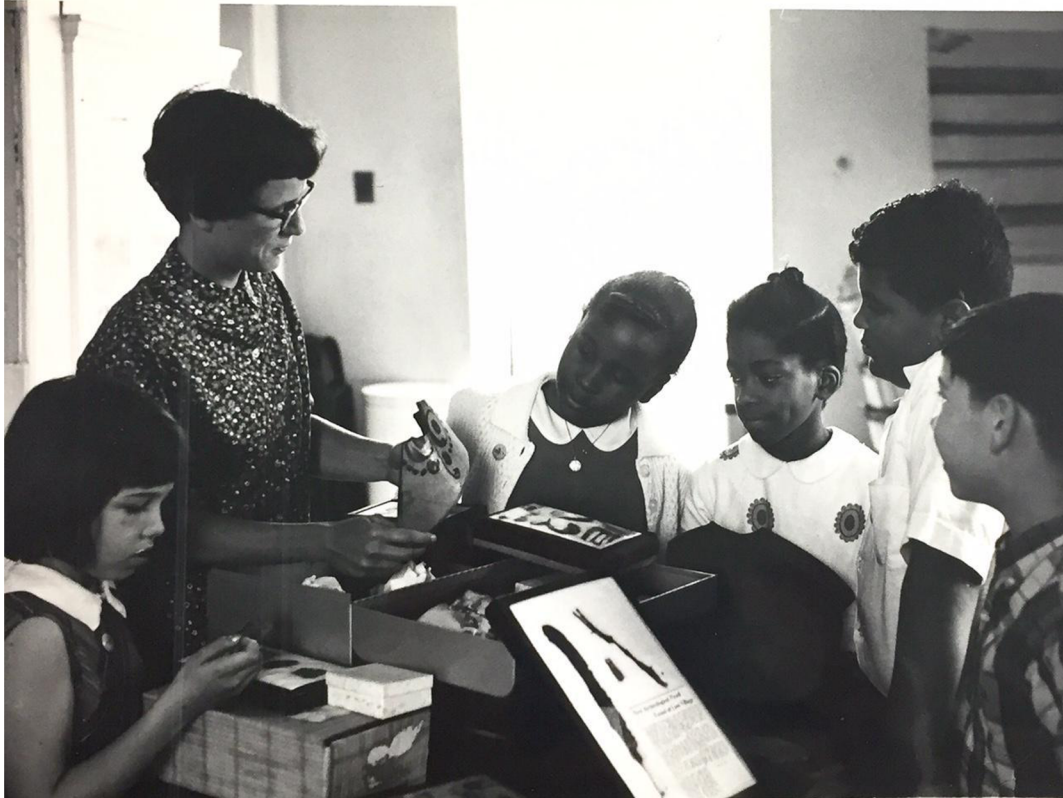




BCM and our Community



BCM: Our Collection





What is *Museum-On-the-Go for Pre-K*?



Museum-On-the-Go for Pre-K (MOtG) is a classroom experience developed to provide curated objects, a flexible curriculum, and tools for exploration specifically tailored to the preschool years.

Founded on the Museum's history of object lending, this iteration was developed in collaboration with our community advisory.

Why do we need a *MOTG*?

Worksheet

Communities:

Now that you have considered who you currently serve, take a moment to reflect on who you might not be serving.

Is there a core audience you know you are currently under serving?



“Museum-On-the-Go for Pre-K will...support Pre-K educators who are eager for professional development and enrichment opportunities through the creation of a Pre-K Advisory Council; professional development for teachers in inquiry- and object-based learning; curation and creation of the physical collection cases; and in-museum experiences for learners and their families.”



Project Timeline

Program Pilot with Evaluation: *MOtG Rotations* (4 weeks, 4 rounds)
March - August 2021

Reassessment of (Pilot) Evaluation Measures
July 2020

Curriculum Development, Object Curation and Case Fabrication
June 2020 - January 2021

Advisory: Curriculum Development update
June 2020

Advisory: Curating Objects
March 2020

Advisory: Preliminary Themes + survey (Theme development)
January 2020

Discovery Phase: Advisory Applications
November 2019

How: *MoTG* for Pre-K Development Process

We planned to gather a group of 25 Educators to form a *community of practice* to help identify curriculum themes and content for cases.

They explored the Museum's collection and practiced museum teaching strategies.



Communities of Practice

Collaboration:

Think of a project, even if it is a dream collaboration, that would serve the needs of your community.

Museum

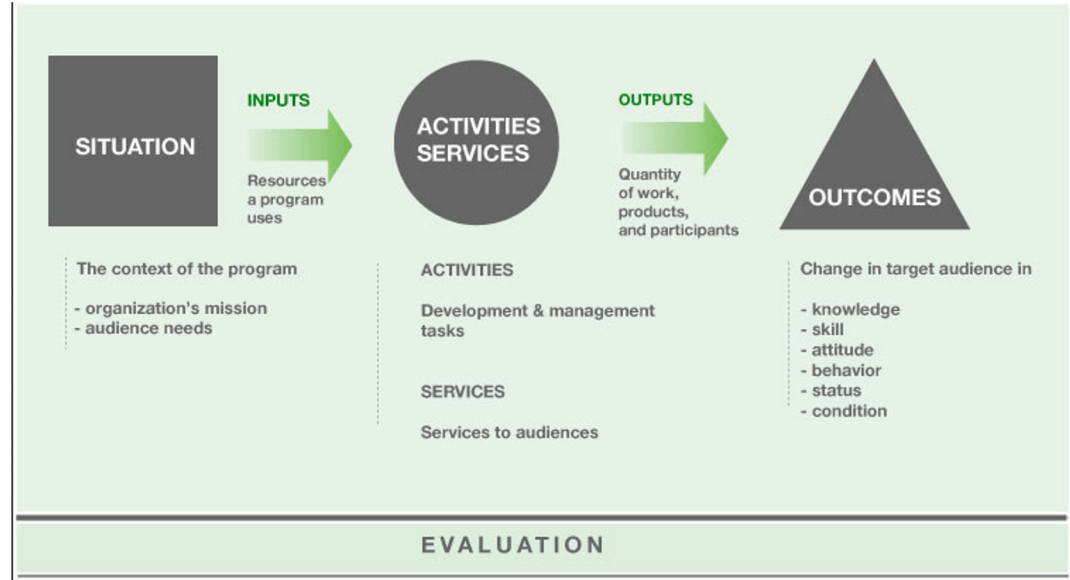
- Collection and expertise in object-based learning methodologies.
- Resources: Capacity to develop a culturally resourced curriculum and materials to support hands-on learning.

Schools

- Community rooted expertise: What do students, teachers, and families need?
- Attuned to the curricular goals of early learning paired with students' developmental needs.

Shaping Outcomes: Learner at the Center

Our accompanying evaluation framework was focused on Advisors' professional growth, taking direction from IMLS practices for assessment.



The above logic model features in IMLS' "Shaping Outcomes" course on Outcomes Based Planning and Evaluation.

Shaping Outcomes: How do you want Advisors to grow?

“Motivation for doing the project comes from within, where the learner is at the center.”

Museums for America Grant, Lifelong Learning category




Worksheet

- How do you want **advisors to grow**?
- What do you want them to **learn and understand**?
- What might you learn from an Advisory experience about their **needs**?
- How will this be supported by your **project development/implementation**?

Our “Outcomes”: Goals for Growth

- a) Teachers are *empowered* to handle collections;
- a) Teachers *demonstrate growth* in questioning and discussion techniques;
- a) Teachers introduce object-based learning strategies *in support of curriculum*;
- a) They *teach and engage peers* with museum collections;
- a) Teachers demonstrate interest in *continued engagement with collections*;
- a) Teachers *support school and community participation* in in-museum experiences and use of resources;





BROOKLYN
CHILDREN'S
MUSEUM

EDUCATOR ADVISORY COUNCIL

Are you a Pre-K Educator or Early Childhood Administrator?

We invite you to join us as an Educator Advisor as we launch a new early childhood curriculum project. Bring your experience and enthusiasm to this exciting and hands-on collaboration!

Participants will be compensated,
and refreshments will be served.

4 Council Meetings

Wednesdays, 4:30–7pm

January 22, 2020 June 3, 2020

March 11, 2020 March 2021 (Date TBD)

Attendance at all sessions is required.

Application Deadline:
Friday, Dec. 20, 2019

For more information and to complete an online application, go to: <https://forms.gle/kjVN3mUftBdnubA>

This project was made possible in part by
the Institute of Museum and Library Services.



**BROOKLYN
CHILDREN'S
MUSEUM**



Application Process: Input Begins

How long have you been in **your current position**?
Please share any other **relevant experience**.

Tell us about **your experience with Brooklyn Children's Museum** (i.e., visitation, programming, use of collections).

Why are you interested in joining BCM's Educator Advisory Council? **What do you hope to learn and/or contribute?**

Please summarize the overarching themes and teaching philosophies featured in **your** current curriculum.

How do you anticipate **sharing** the Museum's curriculum project with **your school community**?

Worksheet

Feedback Cycle:

What kinds of values should contributing members have?



“Activity” #1: What We Learned

Educator Advisory Council

- ABC Child Center
- (Beulah) Excel Day Care
- Brooklyn Free Space
- Excel Charter School
- First Presbyterian Church Nursery School
- Infant and Child Learning Center
- K557 - Brooklyn Gardens Elementary School
- Little Sun People
- NYCDOE Division of Early Childhood
- P.S. 132 - The Conselyea School
- P.S. 138 - The Core Knowledge/Efficacy School
- P.S. 189 - Bilingual Center
- P.S./IS 206 - The Joseph F Lamb School
- P.S. 221 - Toussaint L'Ouverture Elementary School
- P.S. 249 - The Caton School
- P.S. 289 - The George V. Brower School
- P.S. 414 - Brooklyn Arbor Elementary School
- P.S. 516 - Sunset Park Avenues
- P.S. 677 - East New York Elementary School of Excellence
- Relay Graduate School of Education
- SCO Family of Services (Shirley Chisholm Early

Why apply?

- to hear and share ideas
- to contribute knowledge
- to explore my **curiosity**
- to connect to collections
- to be inspired
- to author
- to advocate

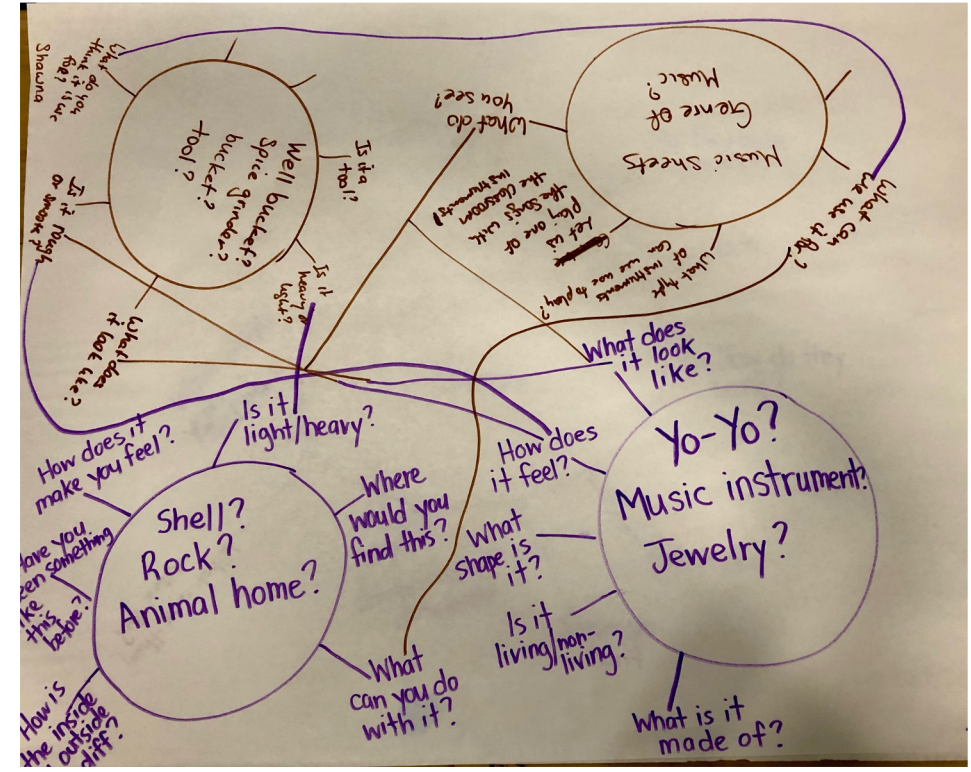
Establishing Community

Identified need for community sourced expertise: Advisors are aware of impact of their participation in project

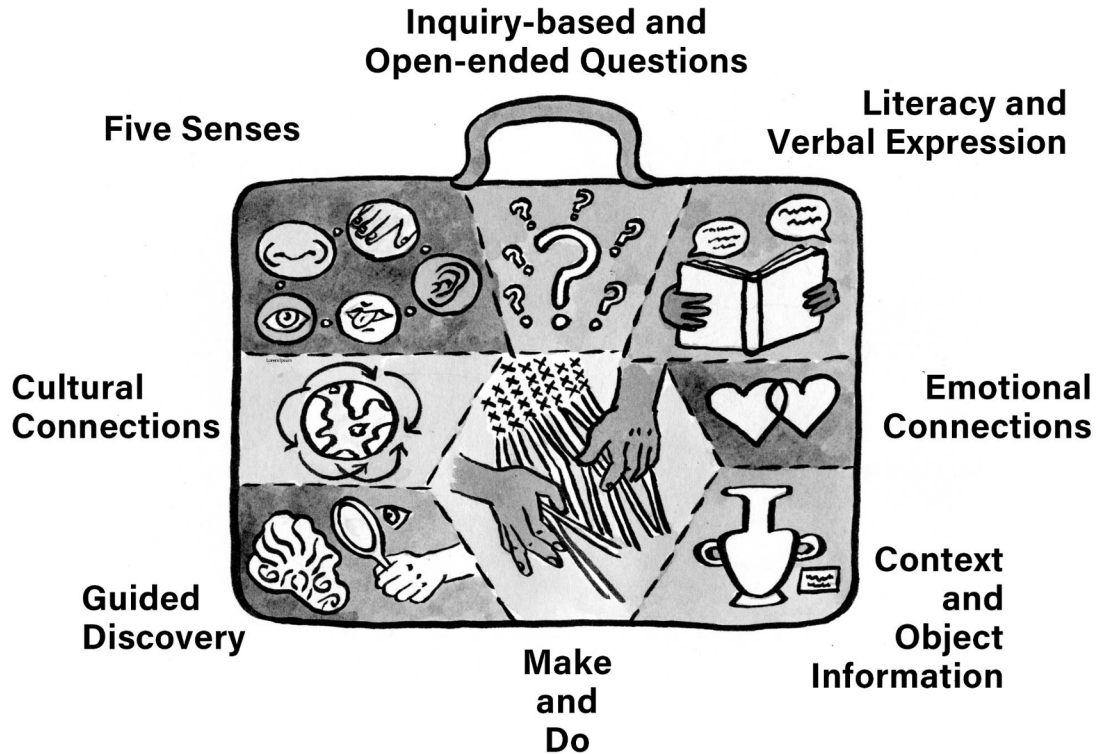
- Consistent, warm, supportive communication
- Stipend for participation, meals provided



Loop of Input and Feedback: Advisory 1 Preliminary Themes and Feedback



Loop of Input and Feedback: Advisory #2 Curating Objects



*Me and My Super
Sense Self!*

*Movement and
Motion*

*Nature's
Neighborhood*

Patterns

Same and Different

Wonder Box

THEME: ME and MY SUPER SENSE SELF



Currency bracelet
West Africa, 20th century
Gift of Herbert S. Zim, 1980



Bird mask
Brazil, 20th century
Museum purchase, 1986



Fertility figure (Akua'ba)
Asante (Ghana), 20th century
Gift of Dr. Herbert S. Zim, 1979

Thumb piano
Tanzania, 20th century
Museum purchase, 1970



Clacker toy
1990's

THEME: MOVEMENT and MOTION



Model fishing boat

Senegal

Gift of Mrs. G. Edward Clark, 1972



Pull toy

India, pre-1969

Museum purchase, 1969



Owl bank

USA (Connecticut), 1880's

Gift of Herbert J. Kirshner, 1999

Brannock device

USA (Syracuse, NY), mid-20th century

Gift for the Brannock Device Company, Inc., 1996



Toy Volkswagon Beetle

Made in Japan, late 1960's

Gift of Mr. and Mrs. M. Moukios, 2004

Loop of Input and Feedback: Advisory #3 Curriculum Development and Covid Response

Inquiry



The student finds the objects on the card, and creates lines with the provided materials.



Extension Activity: At the art center students are making rubbings of lines.



Loop of Input and Feedback: Advisory #3 Curriculum Development and Covid Response

Museum-on-the-Go for Pre-K

ME AND MY SUPER- SENSE SELF



Objects Tell Stories: Miniature Masks



Every object can tell a story. Here, students will explore how facial expressions can reflect feelings and emotions.



Hindu mythology includes many deities (gods), which have many characteristics of humans and animals. The masks show Vishnu and Parvati in human form and Hanuman, the monkey. There are many stories about their personalities and emotions. Vishnu is brave and peaceful. Parvati is caring, gentle, and fearless. Hanuman is playful and loyal to his friends.

Can you find these qualities in the facial expressions on the masks?



Our faces can show how we are feeling on the inside. Can you show your happiest face? Now show another feeling. Let's try to guess what you're feeling. Sometimes it is hard to know people's feelings from their face, and we need to talk to them to find out more.



Let's see if we can imagine what feelings the masks might show us. What feeling could this mask be showing us? What do you see that tells you that?

Let's ask this mask why it is showing us "scared" (or any other emotion word). "Tell us, what happened to cause you to feel scared?" "What makes you happy today?"

Students pretend to speak for the masks, telling a story.



Mirror Play: Use the reverse side of the card for students to match the feelings with their observations of the masks. They can use mirrors to observe their own emotions and to look at the masks from different perspectives.

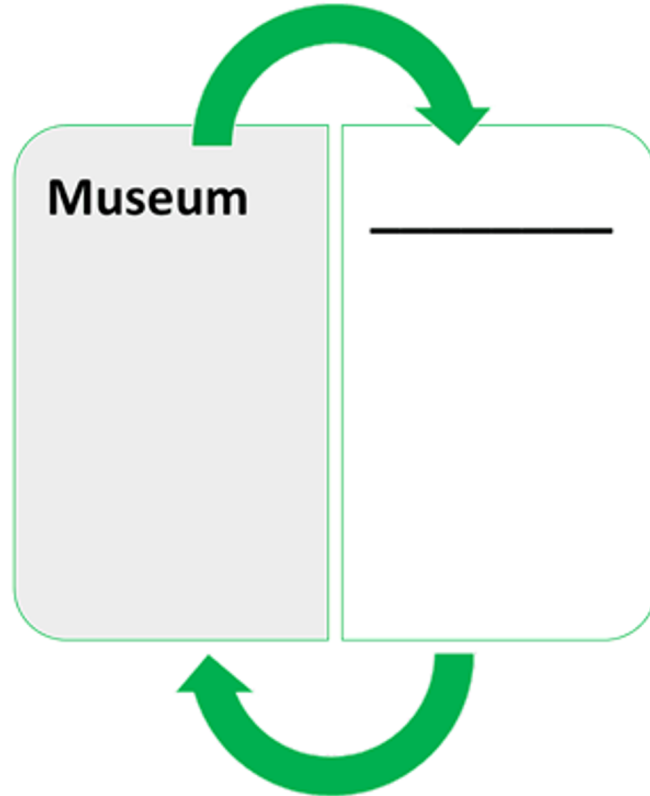
Loop of Input and Feedback: Advisory #3 Curriculum Development and Covid Response



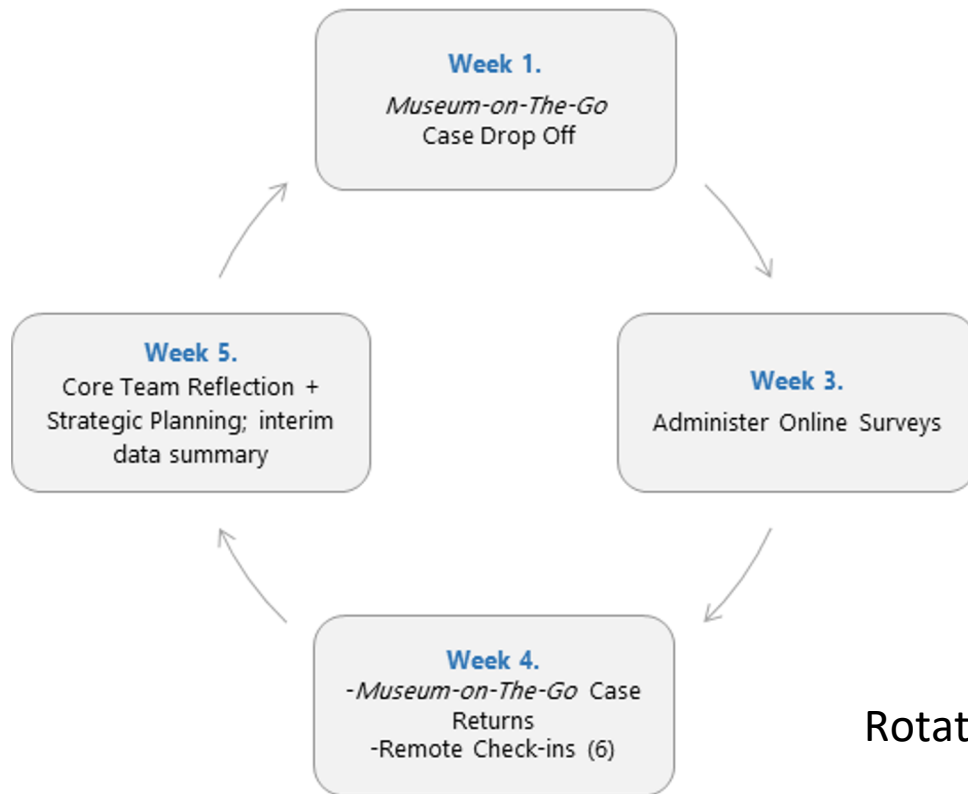


Who are your “Communities of Practice” people?

“A community of practice is a group of people who share a concern or a passion for something they do, and learn how to do it better as they interact regularly.”
Etienne and Beverly Wenger-Trayner (2015)



Shaping Outcomes: Our Evaluation Process



Rotation Cycle.

Exploring Growth

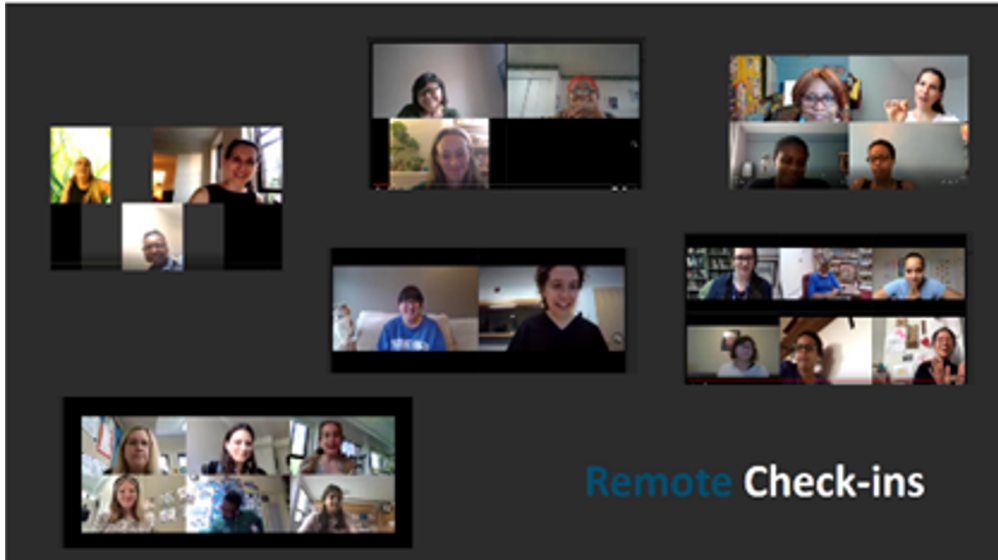
Our **key questions** sought to capture and assess educators' capacity to pedagogically support museums as a resource for teaching young children in relationship to the Project's continued development.



Survey says: “How do you feel?”



“Remote Check ins” (RCIs)



<i>Rotation</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
educators interviewed	19	20	16	5
<i>no. of schools represented (no. of schools in cycle)</i>	10 (12)	14 (15)	11 (16)	4 (4)

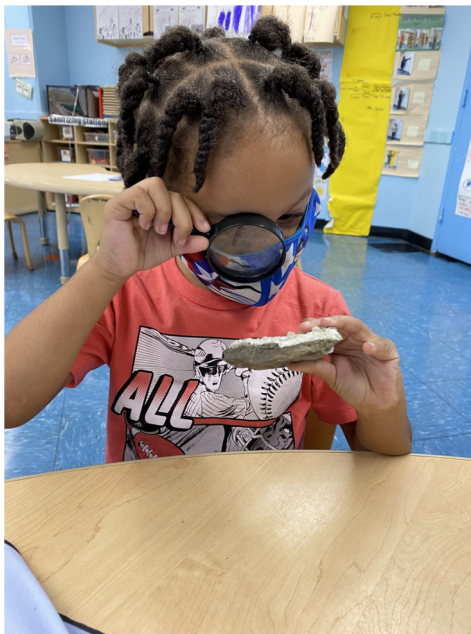
Exploring Growth: About the Students



Exploring Growth: Case Activation



Exploring Growth: Case Materials



Exploring Growth: Exploring Through Inquiry



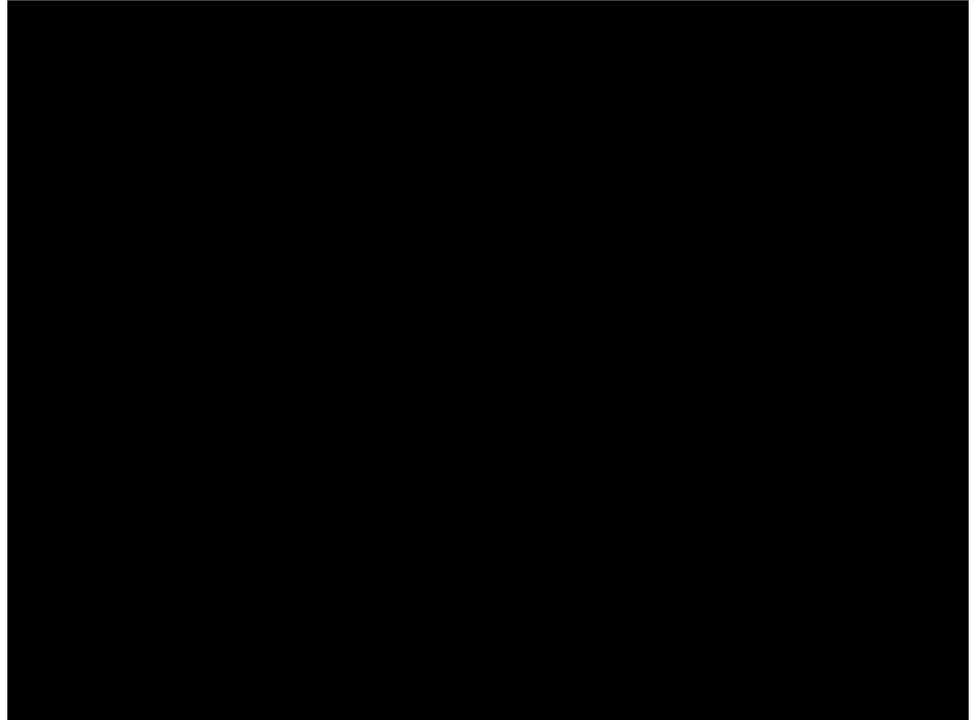


Exploring Growth: About Their Professional Learning Experience

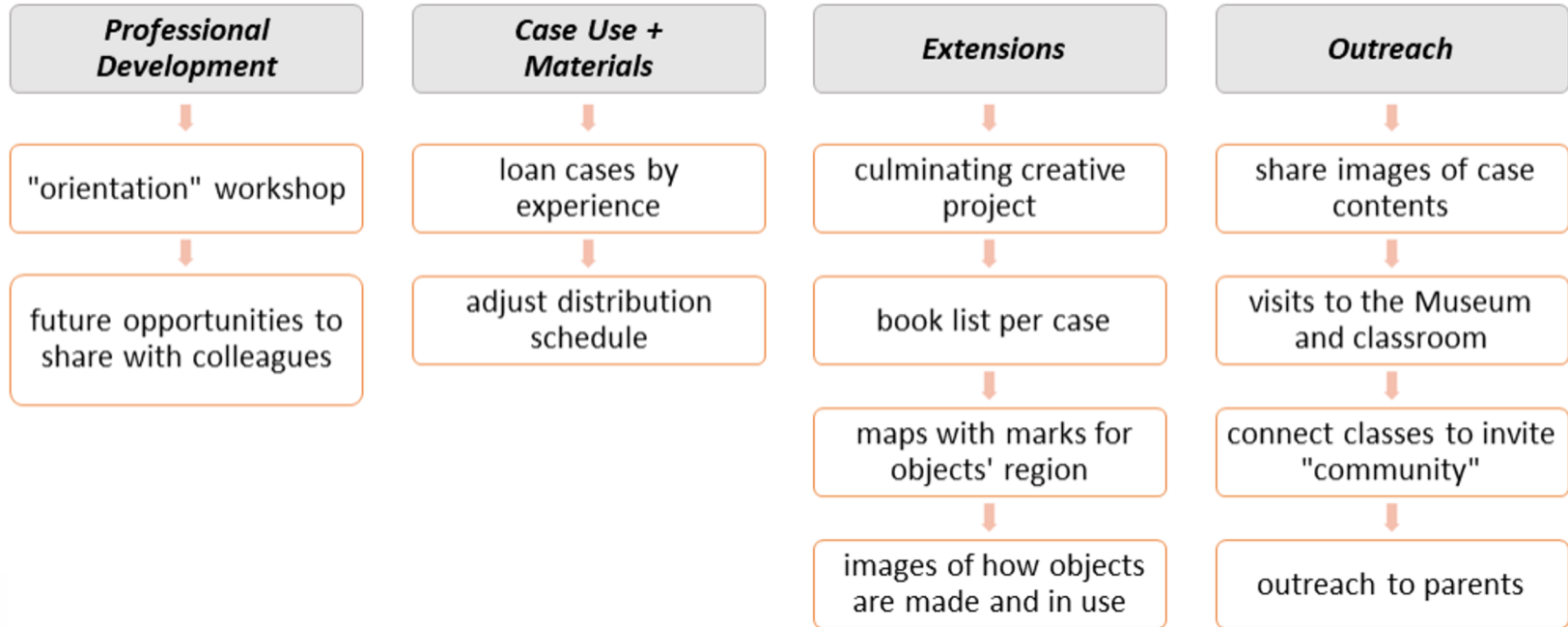
Experiencing a *community of practice*:

“...I think that having this kind of meeting is great because then we get to exchange ideas and think about what we each did, so professionally for me this meeting is awesome because to hear what you all did with your cases, your ideas, and how you all are interacting with the cases...”

-Linda, *Little Sun People*



Recommendations



Reflections and Questions

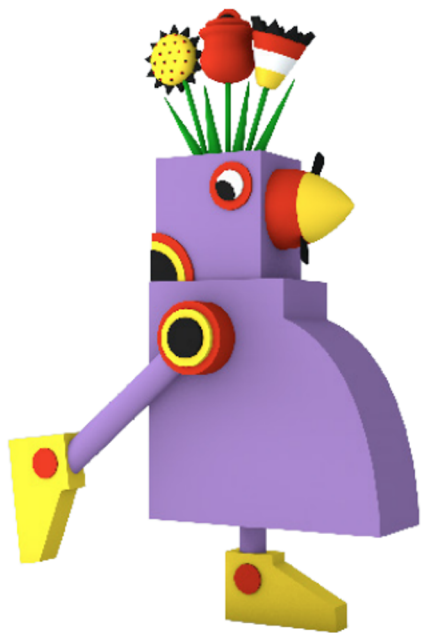
Reflection

What goal might you set for yourself in the long term for your community?

What resources and assets are presently available?

What does a successful outcome look like?





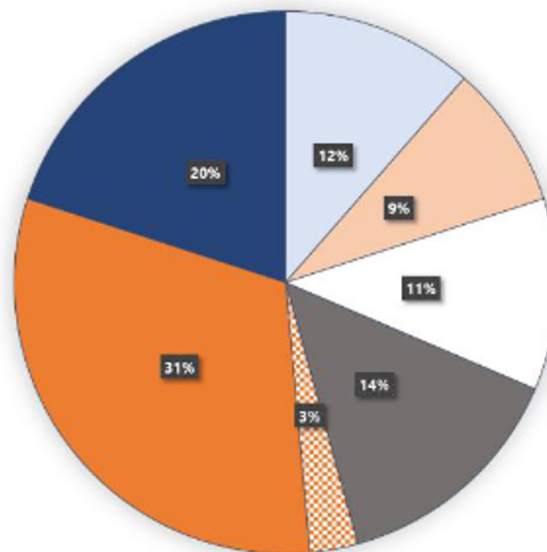
Thank You!

Locating Our Community of Practice

Educators - Pilot Participants by District

	No. of Participating Educators
District 2 (Manhattan)	4
District 13 (Brooklyn Heights, Fort Greene, Clinton Hill)	3
District 14 (Greenpoint, Williamsburg)	4
District 15 (Sunset Park, Cobble Hill)	5
District 16 (Bedford Stuyvesant, Weeksville)	1
District 17 (Prospect Park, Wingate)	11
District 23 (Brownsville, Ocean Hill)	7
	35

**Pilot Participants/Educators by NYCDOE District
(Spring 2021)**
Museum On the Go for PreK



- District 2 (Manhattan)
- District 13 (Brooklyn Heights, Fort Greene, Clinton Hill)
- District 14 (Greenpoint, Williamsburg)
- District 15 (Sunset Park, Cobble Hill)
- District 16 (Bedford Stuyvesant, Weeksville)
- District 17 (Prospect Park, Wingate)
- District 23 (Brownsville, Ocean Hill)