Co-Curating, Co-Creating: Developing Sustaining Relationships through an Advisory Council
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Advising educators guided the creation of *Museum On the Go for Pre-K*, thematically curated cases of collection objects and accompanying early childhood curriculum.
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

**Discovery Phase:** Advisory Applications  
*November 2019*

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

**Advisory:** Curating Objects  
*March 2020*

**Advisory:** Curriculum Development update  
*June 2020*

**Reassessment of (Pilot) Evaluation Measures**  
*July 2020*

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

**Program Pilot with Evaluation:** **MoTg Rotations** (4 weeks, 4 rounds)  
*March - August 2021*
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.
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;
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/jkVX2miU7B6nupbA

This project was made possible in part by the Institute of Museum and Library Services.
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?
“Activity” #1: What We Learned

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

<table>
<thead>
<tr>
<th>Educator Advisory Council</th>
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<tbody>
<tr>
<td>• ABC Child Center</td>
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<tr>
<td>• (Beulah) Excel Day Care</td>
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<tr>
<td>• Brooklyn Free Space</td>
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<tr>
<td>• Excel Charter School</td>
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<tr>
<td>• First Presbyterian Church Nursery School</td>
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<tr>
<td>• Infant and Child Learning Center</td>
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<tr>
<td>• K557 - Brooklyn Gardens Elementary School</td>
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<td>• Little Sun People</td>
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<tr>
<td>• NYCDOE Division of Early Childhood</td>
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<tr>
<td>• P.S. 132 - The Conselyea School</td>
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<td>• P.S. 138 - The Core Knowledge/Efficacy School</td>
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<td>• P.S. 189 - Bilingual Center</td>
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<td>• P.S./IS 206 - The Joseph F Lamb School</td>
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<tr>
<td>• P.S. 221 - Toussaint L’Ouverture Elementary School</td>
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<td>• P.S. 249 - The Caton School</td>
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<td>• P.S. 289 - The George V. Brower School</td>
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<td>• P.S. 414 - Brooklyn Arbor Elementary School</td>
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<td>• P.S. 516 - Sunset Park Avenues</td>
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<td>• P.S. 677 - East New York Elementary School of Excellence</td>
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<td>• Relay Graduate School of Education</td>
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<td>• SCO Family of Services (Shirley Chisholm Early</td>
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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
Loop of Input and Feedback: Advisory #2 Curating Objects

**THEME:** ME and MY SUPER SENSE SELF

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

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

- **Thumb piano**
  - Tanzania, 20th century
  - Museum purchase, 1970

- **Bird mask**
  - Brazil, 20th century
  - Museum purchase, 1986

- **Clacker toy**
  - 1990's
Loop of Input and Feedback: Advisory #2 Curating Objects

**THEME:** MOVEMENT and MOTION

- **Model fishing boat**
  - Senegal
  - Gift of Mrs. G. Edward Clark, 1972

- **Brannock device**
  - USA (Syracuse, NY), mid-20th century
  - Gift for the Brannock Device Company, Inc., 1996

- **Owl bank**
  - USA (Connecticut), 1880’s
  - Gift of Herbert J. Kirshner, 1999

- **Pull toy**
  - India, pre-1969
  - Museum purchase, 1969

- **Toy Volkswagen Beetle**
  - Made in Japan, late 1960’s
  - Gift of Mr. and Mrs. M. Moukios, 2004
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
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.

Week 1.
Museum-on-The-Go
Case Drop Off

Week 5.
Core Team Reflection + Strategic Planning: interim
data summary

Week 3.
Administer Online Surveys

Week 4.
-Museum-on-The-Go Case
Returns
-Remote Check-ins (6)
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)
Exploring Growth: About the Students
Exploring Growth: Case Activation
Exploring Growth: Case Materials
Exploring Growth: Exploring Through Inquiry
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

## Professional Development
- "orientation" workshop
- future opportunities to share with colleagues

## Case Use + Materials
- loan cases by experience
- adjust distribution schedule

## Extensions
- culminating creative project
- book list per case
- maps with marks for objects' region
- images of how objects are made and in use

## Outreach
- share images of case contents
- visits to the Museum and classroom
- connect classes to invite "community"
- outreach to parents
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

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<thead>
<tr>
<th>District</th>
<th>No. of Participating Educators</th>
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<tbody>
<tr>
<td>District 2 (Manhattan)</td>
<td>4</td>
</tr>
<tr>
<td>District 13 (Brooklyn Heights, Fort Greene, Clinton Hill)</td>
<td>3</td>
</tr>
<tr>
<td>District 14 (Greenpoint, Williamsburg)</td>
<td>4</td>
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<tr>
<td>District 15 (Sunset Park, Cobble Hill)</td>
<td>5</td>
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<tr>
<td>District 16 (Bedford Stuyvesant, Weeksville)</td>
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<tr>
<td>District 17 (Prospect Park, Wingate)</td>
<td>11</td>
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<tr>
<td>District 23 (Brownsville, Ocean Hill)</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
</tr>
</tbody>
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Pilot Participants/Educators by NYCDOE District (Spring 2021)
Museum On the Go for PreK