

# Bexley Strategic Plan Planning

SSPC Meeting 9/28



Homa Tavangar and Will Richardson  
Co-Founders of the BIG Questions Institute





**Quick opening intros...**



# Goals for today's session



**1. Make sure you are more familiar with us and with our process.**



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- 2. Review the general timeline and logistics for the project.**



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- 5. Develop a shared understanding of this work that we can all communicate consistently to the Bexley Community.**





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- 5. Develop a shared understanding of this work that we can all communicate consistently to the Bexley Community.**
- 6. Be clear about the role of the SSPC**







**1. Make sure you are more familiar with us and with our process.**





# 11 BIG Questions Schools Must Answer to Avoid Going “Back to Normal”

What is sacred?

What is learning?

Where is the power?

Why do we \_\_\_\_\_?

Who is unheard?

Are we literate?

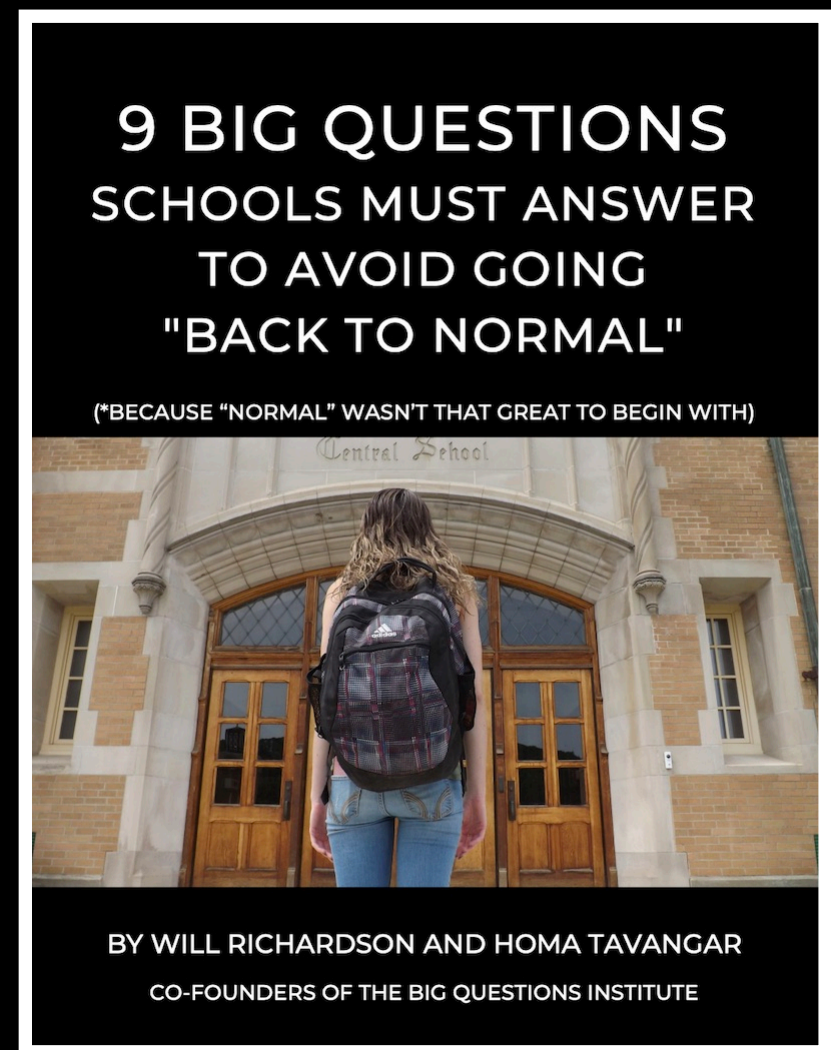
Are we ok?

Are we connected?

What is your story?

What is success?

What's next?



[bigquestions.institute](http://bigquestions.institute)

## **Quick Discussion**

**What one of those questions feels most important to ask about Bexley Schools?**





**Who we are:**

**Our collective experiences span teaching and leading in public, private, international, and corporate education, global literacy and competence, JEDI, technology, school accreditation, education (and global) futures, parenting, and more.**

**Briefly, some of the touchpoints that frame  
our approach:**



## **The BQI process for strategic planning...**

- ...engages a wide range of stakeholders to “own” the plan and be inspired by it
- ...expands our imagination for what’s possible
- ...achieves the outcomes you desire

**We aim to meet expectations but also challenge expectations of education and schooling in Bexley.**

**(Standing pat is not an option.)**







**We want to make sure every person in Bexley knows they have an opportunity to participate in this process in some way.**

**(Whether they choose to do so is up to them.)**





**We start with “appreciative inquiry.”**

**(We want to know what’s working first and then build on that.)**







**We want student participation in every aspect of this work.**

**(They have informed ideas, too.)**





**We aim to help you build capacity and develop processes and practices that you can continue to use into the future to design your path forward.**





**Change and uncertainty are the new normal.**

**(Curiosity, not certainty.)**

**Change is not an event.**

**(It's a process.)**

**This is not easy work.**







**You  
belong.**

**Equity is the through-line for all of this.**

**(An equity plan and a strategic plan must be coherent and integrated with each other; this happens deliberately, not accidentally.)**

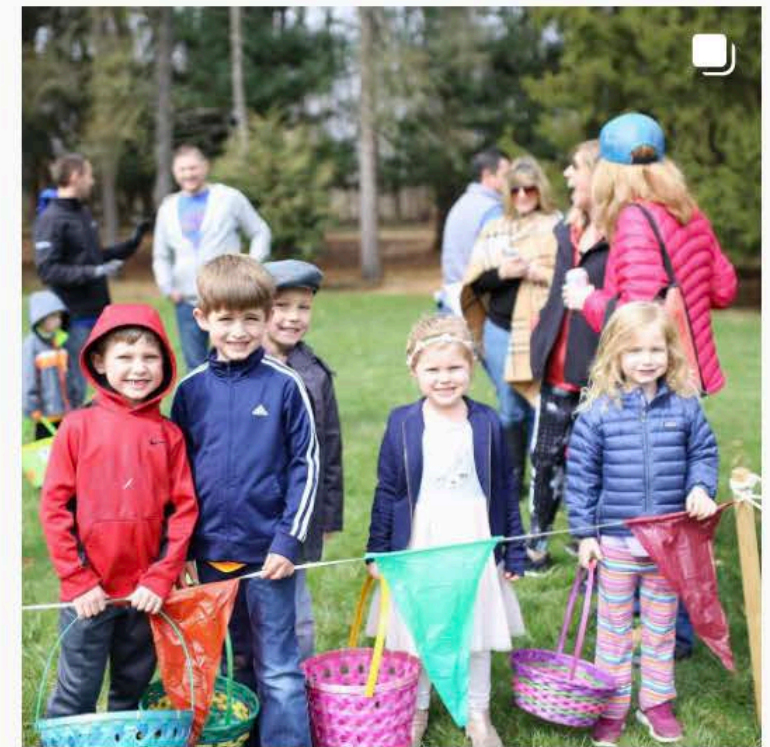
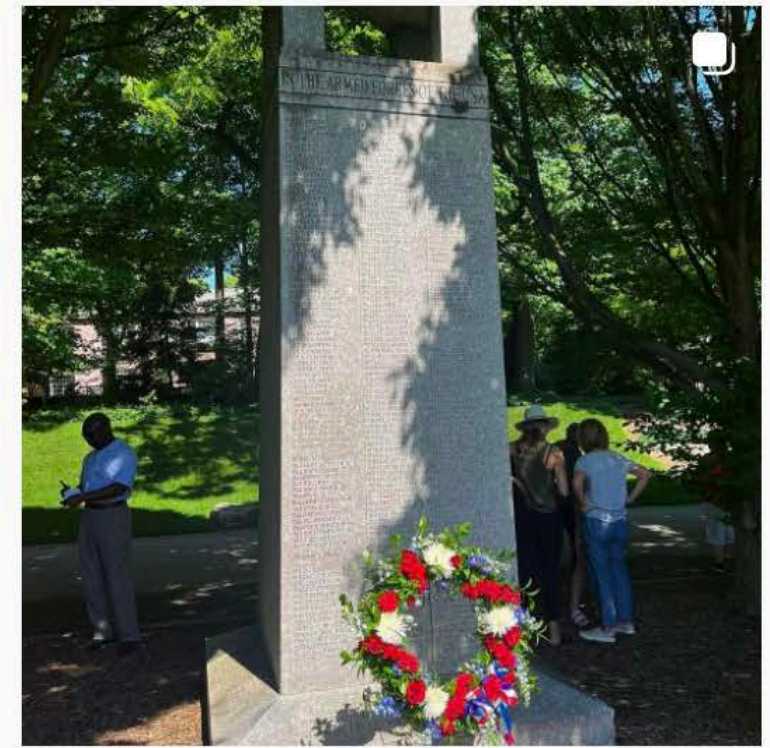


**Leadership is moving from planning to design.**

**(That's an opportunity to “imagine harder.”)**







**We're here to serve this community.**  
**(That's our focus.)**





**Your feedback, questions, etc. are always welcomed, even if challenging.**

**[bit.ly/bexleyfeedback](https://bit.ly/bexleyfeedback)**



**We wonder a lot.**

**(Is there anything else you might suggest as an important frame for this project?)**

**Discussion**







**2. Review the general timeline and logistics for the project.**





# 3Rs in Three Phases



## **PHASE 1: Uncovering Bexley's Current Story** **(Reflect)**

*Input from diverse perspectives to help uncover the “why” and “what” before determining the “how.”*

## **PHASE 2: Articulating Bexley's New Story** **(Reset)**

*Build core strategic statements that help determine what to grow, keep, or discard, with engagement of a Guiding Coalition.*



## **PHASE 3: Living Bexley's New Story** **(Reinvent)**

*Build capacity and roll-out the process and the plan to take Bexley City Schools into the future.*

- Late September 2022: Initial meetings with Leadership Team (in-person and virtual), Board (in-person and virtual), and district communications team to clarify roll-out and messaging to the community.
- Late September - December 2022: Refine and prioritize, together with district leadership, which indicators are needed in the new plan. These can include: (Mission, Vision, Core beliefs, and measurable key performance-based indicators/metrics).
- October - November 2022: Phase 1: 6-8 onsite, 2-day visits by team members; ongoing virtual interviews; focus groups; listening circles; community events; community survey, data collection, and analysis; shared curated readings (ongoing).
- November-December: Communications to diverse stakeholders to inform and invite community members, students, and staff to participate in at least two Guiding Coalitions (number of Coalitions to be determined by Phase 1 research and community response).
- December 2022 - On-site, community-wide presentation of *Bexley's Story in 2022 - Strategic Planning Inputs and Findings* [tentative title] based on Phase 1 data
- December 2022 - March 2023: Phase 2 - Creation of and meetings with Guiding Coalitions to discuss and develop draft statements around identified needs regarding core guiding statements; continuing sharing of updates with the school community; additional community-wide focus groups, interviews, listening circles, etc. as needed; onsite visits by BQI team as needed.
- January - April 2023: Inclusion of resources (part of the Needs Assessment) required for the plan's implementation in the 2023-24 district's budget.
- March 2023: Advise and consult with the district communications team to create a plan for the introduction of the strategic plan to the community.
- March - April 2023: Revision of drafts regarding core guiding statements that will serve as the foundation of the Strategic Plan based on Guiding Coalitions' inputs.
- March - May 2023: Determine strategic priority areas and recommend strategic goals and objectives in collaboration with leadership.
- April 2023: Present a draft Strategic Plan to leadership, with recommendations for roll-out
- May 2023: Final draft of Strategic Plan.
- 2023 - 2024 School year: Quarterly check-ins with BQI Team (virtual).

# **Timeline Highlights**

**Phase 1 - September to December**

**Phase 2 - January to March**

**Phase 3 - April and May**





**WE HEAR YOU.**

## **Data Collection Overview**

**To understand Bexley's story, we plan to:**

- **Use surveys of the wider community**
- **Do small group focus sessions**
- **Hold one on one conversations**
- **Hold in-community events**
- **Make sure all constituencies have an opportunity to be heard**

**Discussion**







**3. Deepen understanding of the global contexts that drive the strategic design process in schools right now.**

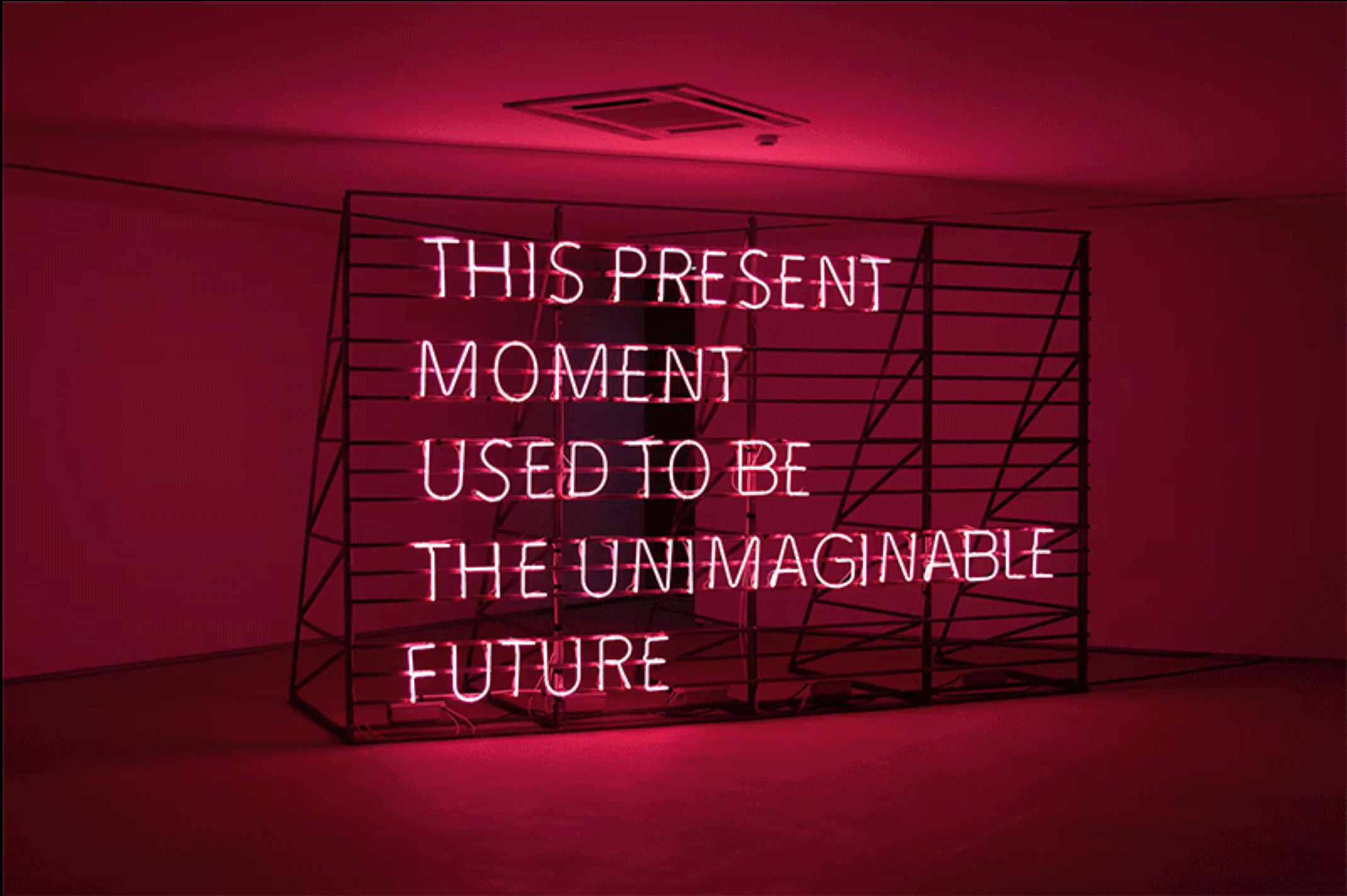




**There is urgency in this work.**

**(The world isn't getting less complex.)**





THIS PRESENT  
MOMENT  
USED TO BE  
THE UNIMAGINABLE  
FUTURE

**Reality is where will find opportunities for meaningful work.**





# 'Our world is in peril': At UN, leaders push for solutions

The world's problems are seizing the spotlight as the U.N. General Assembly's yearly meeting of world leaders opens

By JENNIFER PELTZ Associated Press

September 20, 2022, 6:25 PM





# 'Our world is in peril': At UN, leaders push for solutions

The world's problems are seizing the spotlight as the U.N. General Assembly's yearly meeting of world leaders opens

By JENNIFER PELTZ Associated Press



**“We are gridlocked in colossal global dysfunction,” Secretary-General Antonio Guterres said, adding that “our world is in peril — and paralyzed.”**





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# REIMAGINING A new social OUR FUTURES contract for TOGETHER education

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REPORT FROM THE INTERNATIONAL COMMISSION ON THE FUTURES OF EDUCATION







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**“Merely expanding the current educational development model is not a viable route forward. Our difficulties are not only the result of limited resources and means. Our challenges also stem from why and how we educate and the ways we organize learning today. We need a new social contract for education that can repair injustices while transforming the future. *We face an existential choice: continue on an unsustainable path or radically change course.*”**

**“This is the task of education today: to confront the almost unimaginable design challenge of building an educational system that provides for the re-creation of civilization during a world system transition. This challenge brings us face-to-face with the importance of education for humanity and the basic questions that structure education as a human endeavor.”**

**Zachary Stein**

**Education in a Time Between Worlds**







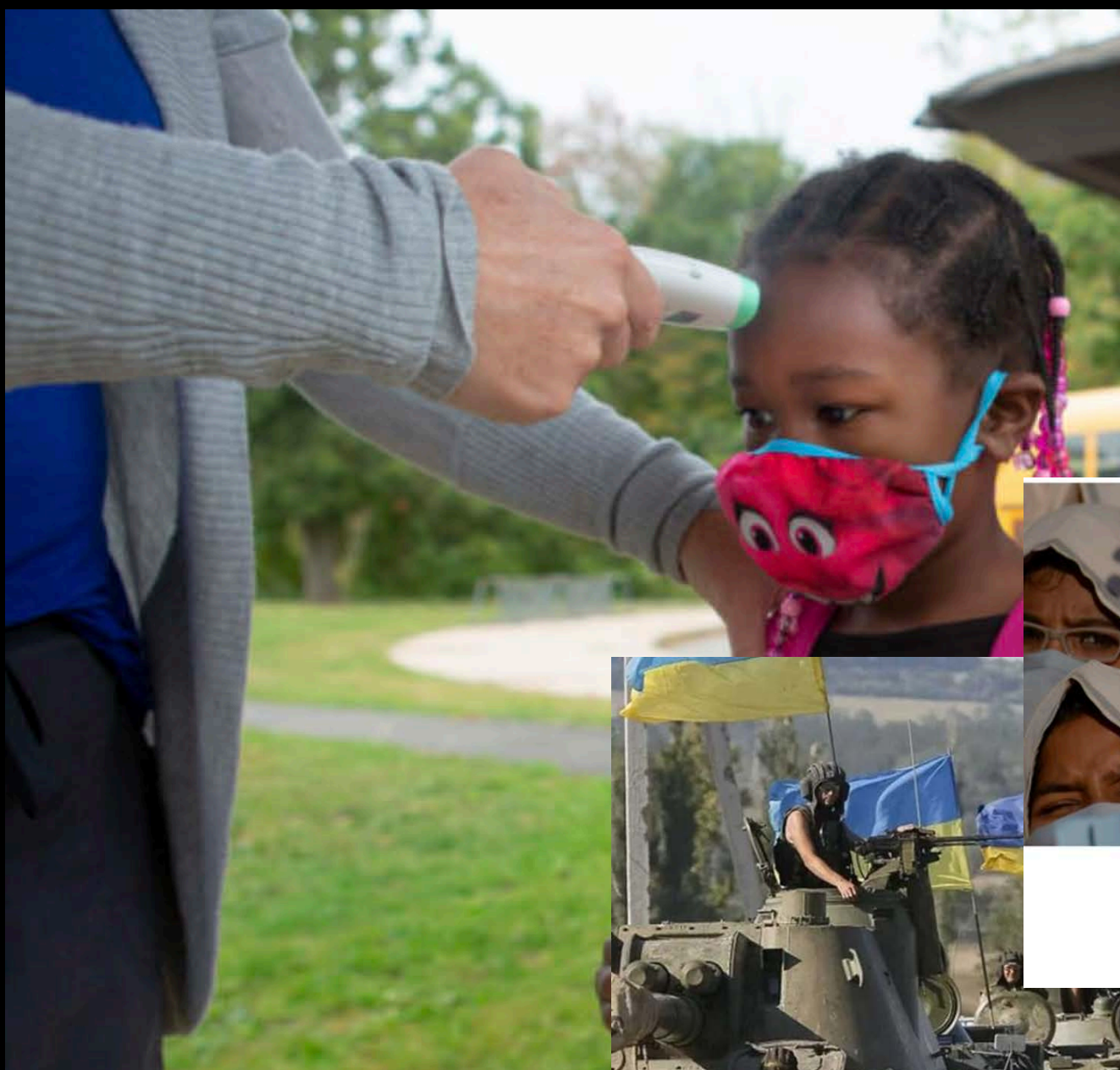




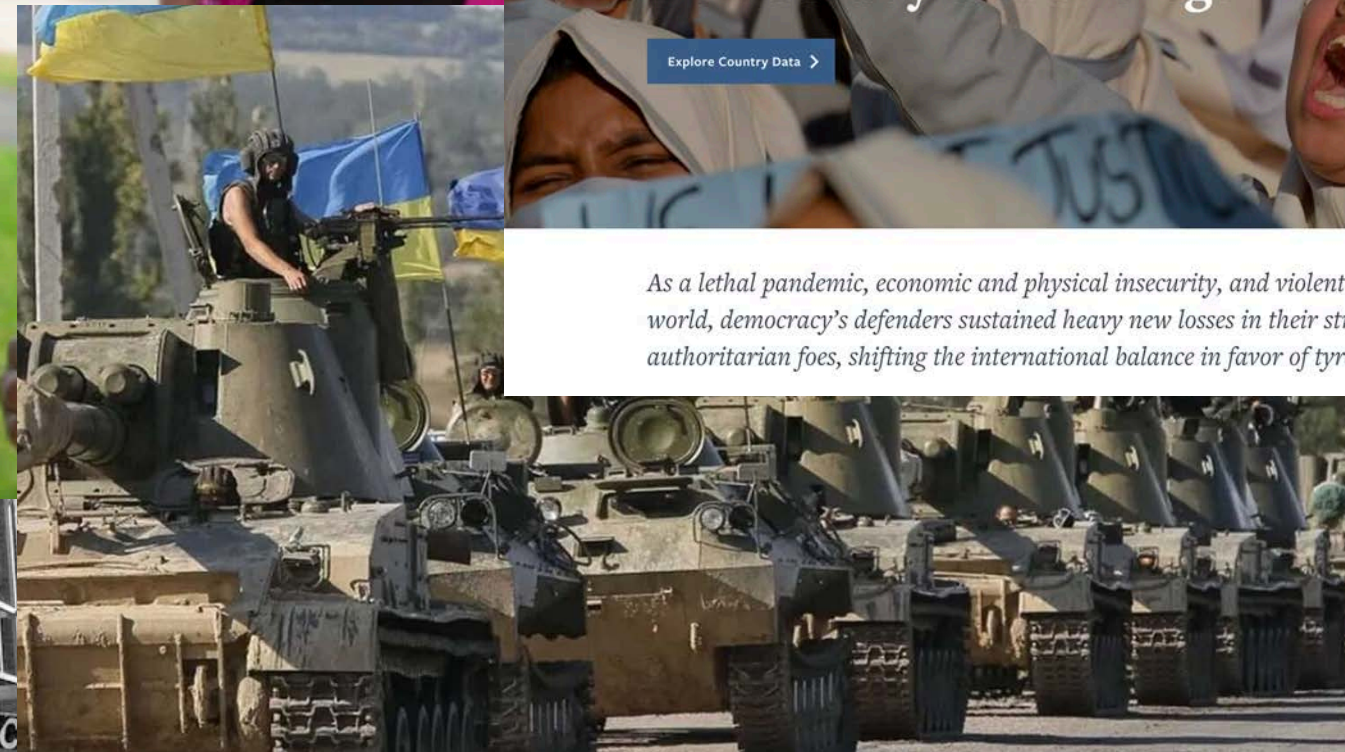




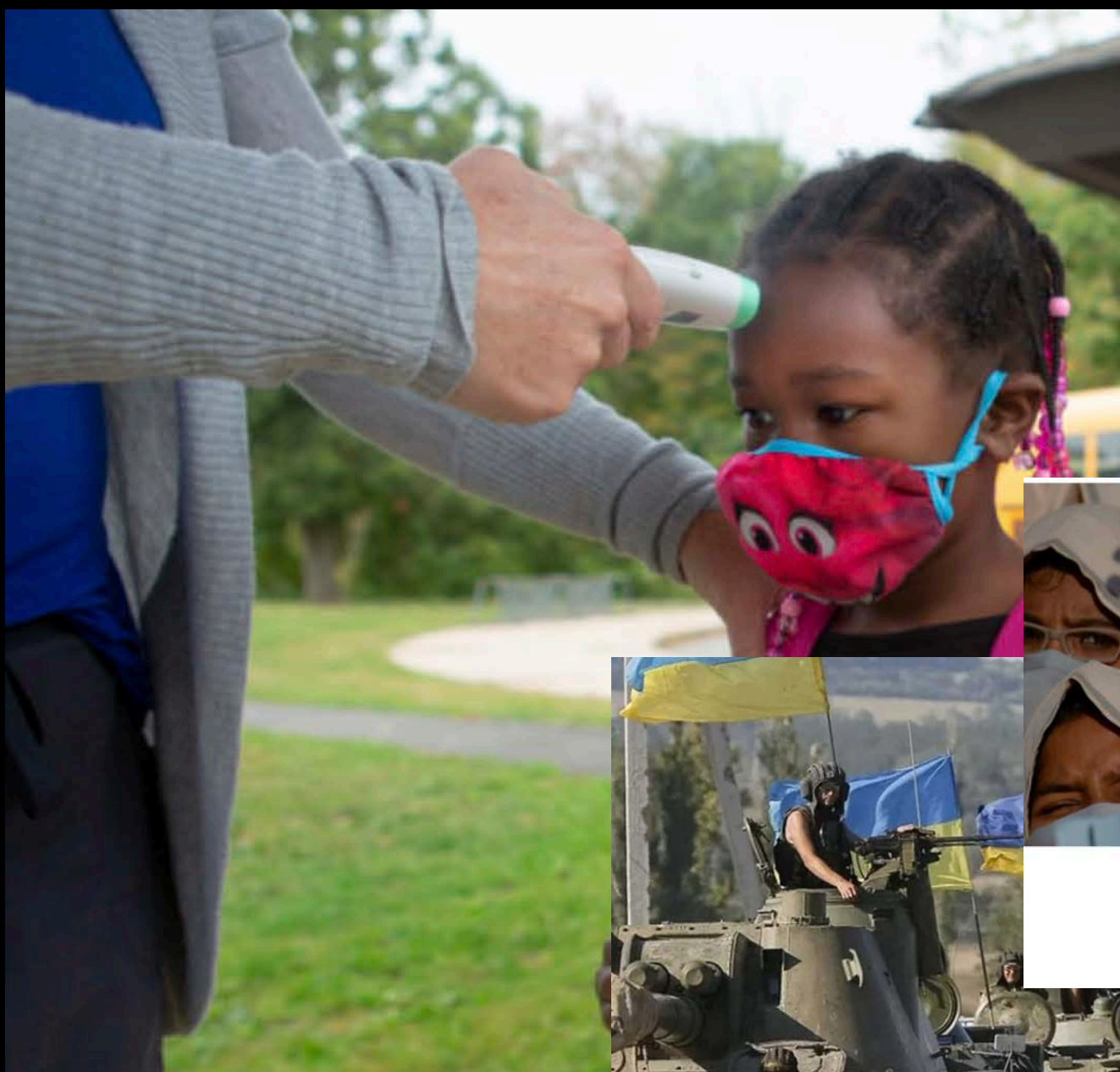




*As a lethal pandemic, economic and physical insecurity, and violent conflict ravaged the world, democracy's defenders sustained heavy new losses in their struggle against authoritarian foes, shifting the international balance in favor of tyranny.*







Freedom in the World 2021

# Democracy under Siege

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## Infodemic







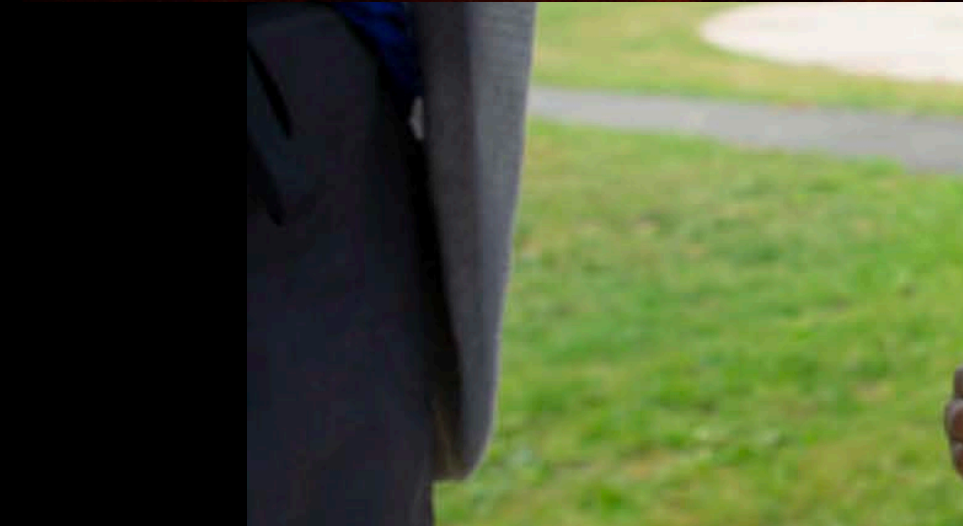
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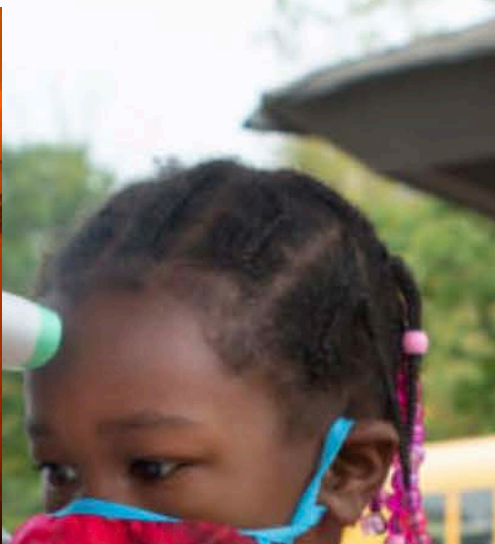
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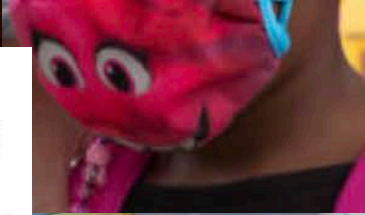
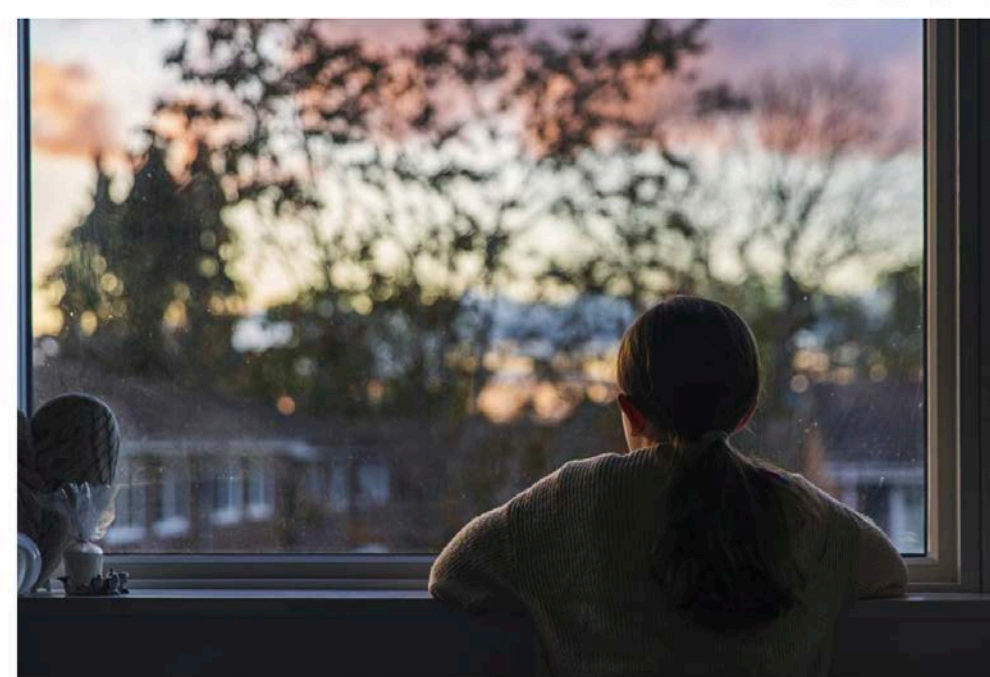




MindShift

## Pediatricians say the mental health crisis among kids has become a national emergency

By Deepa Shivaram Oct 20 [Save Article](#)



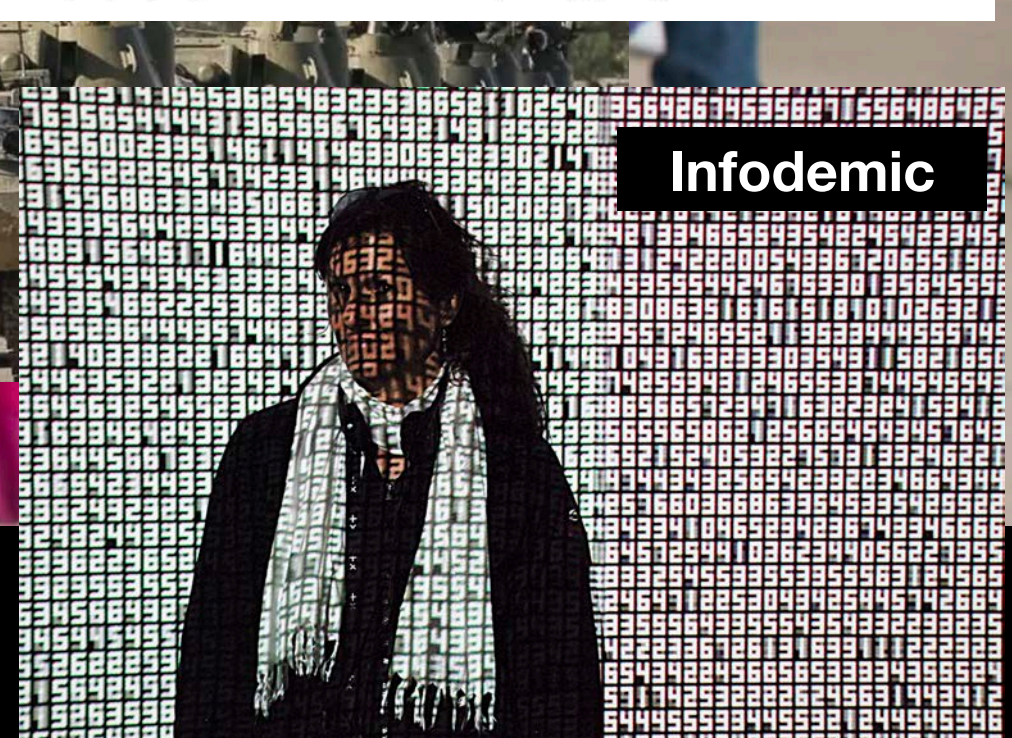
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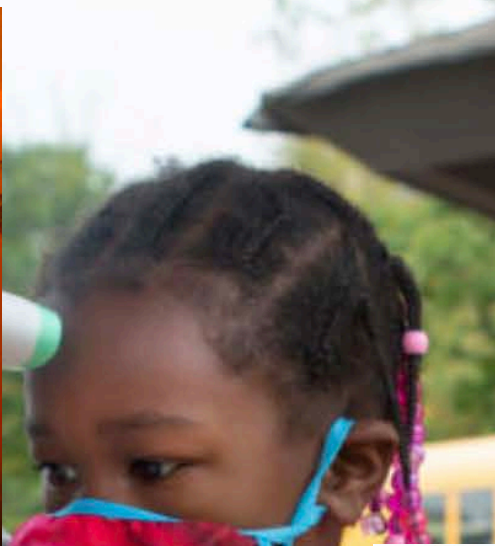
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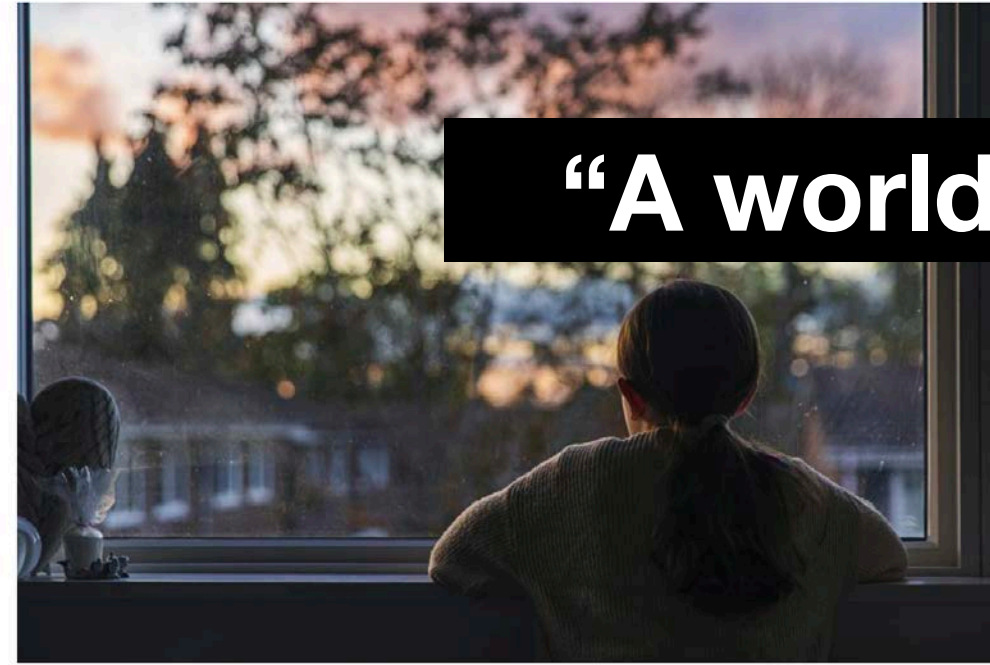
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# “A world system transition”

and violent conflict ravaged the world's democracy's legions sustained heavy losses in their struggle against authoritarian foes, shifting the international balance in favor of tyranny.



**Infodemic**

A person's face is shown, but it is obscured by a grid of numbers, representing data or information. The person is wearing a dark jacket and a patterned scarf.



**Much is breaking, but a lot is building.**





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TRANSCRIPT  
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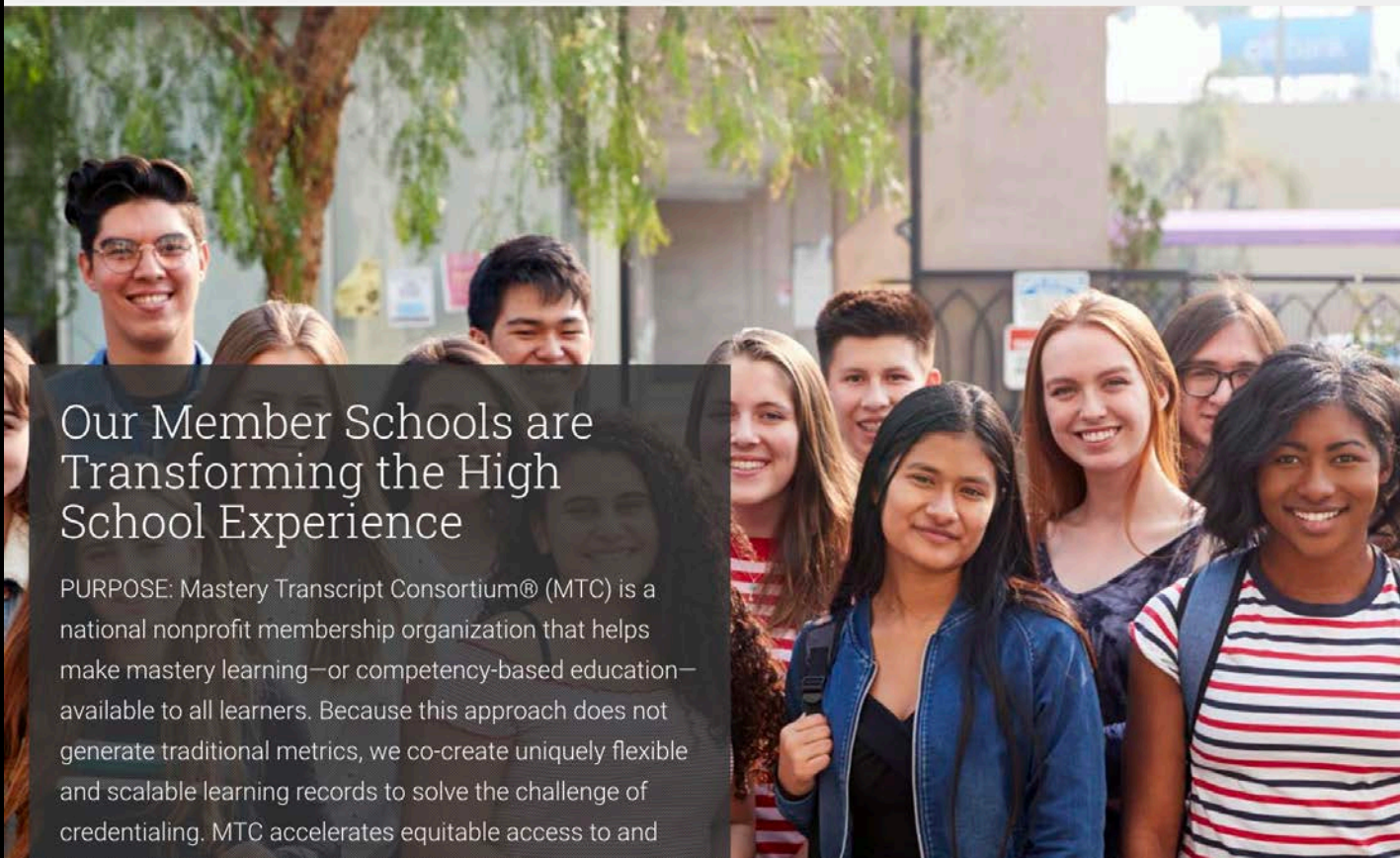
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## Our Member Schools are Transforming the High School Experience

PURPOSE: Mastery Transcript Consortium® (MTC) is a national nonprofit membership organization that helps make mastery learning—or competency-based education—available to all learners. Because this approach does not generate traditional metrics, we co-create uniquely flexible and scalable learning records to solve the challenge of credentialing. MTC accelerates equitable access to and







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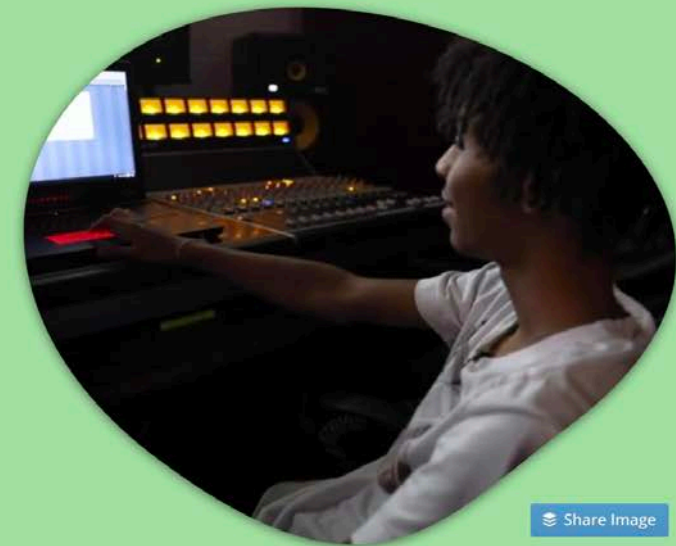
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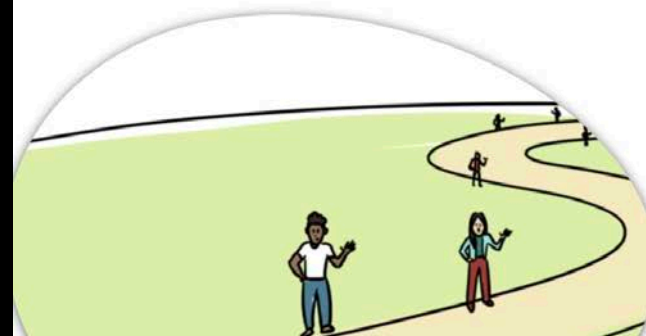
## SCHOOLS

THE BPL NETWORK

School is more than a building. It's a place where learning happens. And for our global network of over 275+ schools, fellows, and other places of learning around the world, leaving to learn in and with the community is every bit as important in the learning journey as the classroom is. **Meet our network.**



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## INNOVATION

In addition to our network of places, Big Picture Learning serves as an incubator of sorts for the next great ideas in education. Our initiatives





Alread



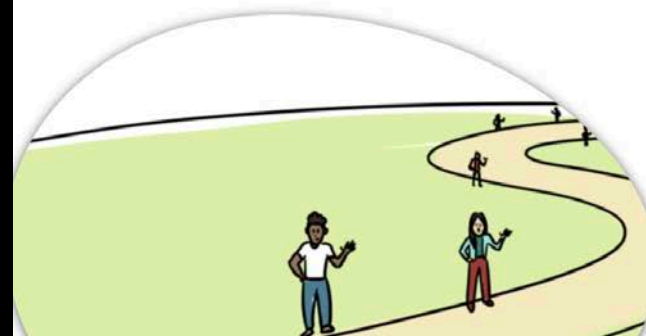
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Who We Are ▾

What We Do ▾

Why The Transc



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**NuVu** THE INNOVATION SCHOOL

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# NuVu

NuVu brings creative education to students around the world. Our mission is to empower the next generation of young designers, entrepreneurs, makers and inventors who will impact their communities and world through their work and ideas.

## Connect the classroom to world.

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## NOVATION

to our network of places.  
Big Picture Learning serves as an  
incubator of sorts for the next great  
ideas in education. Our initiatives

**BIG**  
PICTURE  
LEARNING

?



**This moment requires new dispositions.**



# **A Few Dispositions**

**Explorer's Mindset**

**Fearless Inquiry**

**Truth Telling**

**Imagining Harder**

**Courage**





“What we need are narratives of explorers, rather than narratives of true believers. The narratives of explorers emphasize the opportunity to learn and grow by constantly *framing new questions* and embarking on quests to gain new insight through action. **They focus on the possibilities to be discovered rather than the certainties to be recovered.”**

John Hagel



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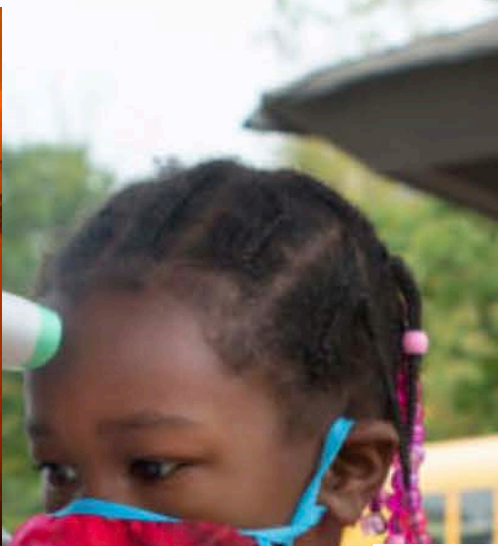




**From “planning” to “design”**







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# From “planning” to “design”

...and violent conflict ravaged the world's democracy's legions sustained heavy losses in their struggle against authoritarian foes, shifting the international balance in favor of tyranny.



**Infodemic**

A person's face is shown, but it is obscured by a grid of numbers, suggesting a digital or data-related theme. The numbers are arranged in a pattern that covers the entire face.



# From Planners to Designers

**Designing an experience of school for teachers and students that is more relevant, just, healthy, and sustainable calls for shifts in mindsets and dispositions that have the power to create a new story of schools. In practice, some of the shifts might look like:**

- **From addressing symptoms to recognizing root causes.**
- **From building “buy-in” to cultivating engagement.**
- **From competition for leadership and power to shared leadership and flat hierarchy.**
- **From speedy efficiency to deliberate care.**
- **From a seat at the table to a new table.**
- **From sensational to quiet.**
- **From hoping for the best to radical acceptance of what is.**
- **From expert to learner.**
- **From me to we.**

## **Discussion at tables**

**What one or two words would you use to describe the world right now?**







**4. To hear your ideas, feedback, and questions.**





**What is sacred?**

**[bit.ly/bexleykeep](https://bit.ly/bexleykeep)**





## What's Sacred in Schools?

What do we want to make sure we keep about the current school experience?



[bit.ly/bexleykeep](https://bit.ly/bexleykeep)



**Your turn...**





## **Some of our questions for you:**

- **Who is unheard? Who do we need to make sure we reach out to?**
- **What might be some effective ways of doing that?**
- **In what ways can we amplify transparency in the community?**
- **Where may we find barriers or obstacles for this work?**
- **What questions do you anticipate?**
- **What remains unclear or vague for you?**
- **What are your limiting beliefs?**
- **What do you need from us?**

**For whenever you have thoughts, ideas,  
questions, or feedback that might be helpful:**

**[bit.ly/bexleyfeedback](https://bit.ly/bexleyfeedback)**







**5. Maybe most importantly, to leave this session with a shared understanding of this work that we can all communicate consistently to the Bexley Community. (?)**



**To review:**





**Equity is the through-line.**

**We want to give as many people the opportunity to participate as possible, students, parents, community members, etc. Those conversations will start in the next couple of weeks.**

**We want to meet expectations, but also to challenge expectations. Build on our strengths.**

**We are building this plan together as a community; the outcome is not predetermined.**

**While this is a 3-year plan, it reaches much farther into the future than that.**

**Our door is open.**







**6. To be clear as to the role the SSPC will play in this process.**





**SSPC Members are:**

**First and foremost, critical friends to the process.**



# CRITICS

- FIND YOUR FLAWS
- WANT TO WIN
- HOLD YOU BACK
- WILL CHANGE YOUR MOOD
- WILL MAKE YOU SWEAR

DARK CLOUD



# CRITICS

- FIND YOUR FLAWS
- WANT TO WIN
- HOLD YOU BACK
- WILL CHANGE YOUR MOOD
- WILL MAKE YOU SWEAR

## DARK CLOUD

# CRITICAL FRIENDS

- SEE YOUR STRENGTHS
- WANT TO HELP
- MOVE YOU FORWARD
- CAN CHANGE YOUR MIND.
- CAN MAKE YOU SMILE

## SILVER LINING

- BY: @PLUGUSIN -



## **SSPC Members Should:**

- **Ask questions**
- **Listen deeply**
- **Provide feedback**
- **Avoid agendas**
- **Stay positive**
- **Communicate with clarity and consistency with the community to help build trust.**
- **Ask more questions**





## **SSPC Members' Roles:**

- **As a brain-trust: asking questions, offering your varied perspectives and sharing experiences, advice and expertise.**
- **Connectors: Helping connect BQI team and district leaders to a range of voices across schools and community.**
- **Supporters, and ambassadors of the plan. A bridge between the plan and the community.**
- **At the foundation of this bridge: TRUST.**

**Discussion: What would help build and create trust in this process? (What steps might BQI, Dr. Fine, you as committee members, or others take to build more trust in this process AND the Strategic Plan?)**



**Any final questions?**





**Half full? Half empty?**







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