Welcome to the Webinar!

Engaging Students with Culture and Community: Learning from the Success of Folk Arts-Cultural Treasures Charter School

We will be starting soon.
Engaging Students with Culture and Community: Learning from the Success of Folk Arts-Cultural Treasures Charter School

May 23, 2012
About the Resource Center

The **U.S. Department of Education** is committed to promoting effective practices, providing technical assistance, and disseminating the resources critical to ensuring the success of charter schools across the country. To that end, the Education Department, under a contract with American Institutes for Research, has developed the **National Charter School Resource Center**.
Pheng Lim
ESL Program Coordinator/ESL Instructor
Folk Arts-Cultural Treasures Charter School
Engaging Students with Culture and Community

Kathy Brody, Annie Huynh, Pheng Lim, Mayuko Iwaki-Perkins, Erin Whitney
1. Who we are
2. Transformation vs. Tolerance Model of Multicultural Education
3. Collaboration at FACTS
4. Q&A
• K-8 public charter located in Chinatown-North
• Founded by Asian Americans United and the Philadelphia Folklore Project
• 450 students from all over Philadelphia
  • 70% Asian/Asian American, 20% African American; 72% qualify for free or reduced lunch; 78% with immigrant roots
• Realizes an alternative vision of education rooted in community and folk arts as vehicles for academic learning and social change.
• Achieved AYP for 4 consecutive years.

Folk Arts-Cultural Treasures Charter School
• What are folk arts?
  • They are arts that come out of peoples’ experiences.
  • They are shared within a community. (They are not just one person’s invention).
  • They are ways that we keep a connection to the past, to people who came before.
  • And they are ways that we stay, here and now, who we are and who we want to be.

• Who are our cultural treasures?

Folk Arts Cultural Treasures Charter School (FACTS)
Intentionality: School Rituals

- Many Points of View Day
- Lunar New Year Concert
- Peace Concert
- Founder’s Day
- Morning Meeting

- Lunch Song
- School Pledge
- Buddies
- Move-Up Day
- Play Day
- Folk Arts Showcase
- Annual ESL evaluation
- High standards and expectations
- Flexible program model
- Engaging families as valuable resources
- Affirmation of students’ cultures
- Collaboration

ESL Program
1. Write your name on top
2. Draw three columns
3. 1st column: Make a list of identities you hold.
4. 2nd column: Make a list of organizations you belong to.
5. 3rd column: Make a list of memorable events in your life.
• An inquiry-based exploration of a local community to learn about how historical, economic, and social powers affect the lives of residents; studying neighborhoods with a view
• Engages students in fieldwork and in becoming agents of social change

Community-Based Investigations
Why do you think we should study locally instead of another culture?

- Social scientist skills
- Affirms local culture
- Transformation vs. Tolerance
• Make community connections early
• Visit/Investigate the neighborhoods yourself
• Talk to community members who have contacts/leaders and interview leaders
• Structured investigation (interviews onsite, off-site research, recording notes)
• Involve parents and local university as much as possible
• Be intentional about the neighborhoods you choose to study.

**Best Practices**
Collaboration at FACTS

- Co-planning
- Flexible model
- Contracts
- Videotaping
- Organization
- Mutual respect
- Reflection
- Shared philosophy
- Trust
- Humility
- Art of listening

Collaboration at FACTS
Contact Information

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Questions?
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Raise your hand or enter your question in the chat box on the left side of your screen.
Thank you for participating.

• Learn more about future webinars in the ELL series hosted by the National Charter School Resource Center: http://registration.airprojects.org/NCSRCELL/register.aspx

• This webinar will be archived at the following website: http://www.charterschoolcenter.org/webinars/

• Please share your feedback with us through the evaluation.