



"Girl with the D Earring," a mural by Sydney James

DETROIT, MI
JULY 2024 - MAY 2025

HENRY FORD LEARNING INSTITUTE

PROGRAM OVERVIEW

Through this year-long cohort experience, white-identifying educators serving Detroit students experience a journey that explores how personal identity impacts their interactions with students, families, and communities. They engage in asset-based community field experiences, and build a network of allies to support each other through this challenging, necessary, and important work.

Each year a new cohort launches and works together to create a thematic cohort name. We have Cohort Advocates, Cohort Blossoming, Cohort Connection, and are looking forward to adding a fourth cohort in Fall 2025.

Participants thoughtfully reflect and apply learnings to move their practice toward a restorative culture based in hope, healing, and equitable learning environments, while working to intentionally plan, develop and implement culturally responsive practices that support deep and meaningful learning experiences for their students.

In May, all ARC Fellows come together at our Show & Share Exhibition as a community of practitioners to share their Year 2 Culturally Responsive Personal Action Research Projects.



2024-2025 ARC COHORT

ADVOCATES BLOSSOMING EXPERIENCE

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ARC created invaluable space and time to connect with like-minded educators.

“My Culturally Responsive Personal Action Research Project made me a better educator! I was able to take time to really listen to my students and empower them in their ideas and feelings through cogenerative dialogues.”



“Before I started I couldn't even define Culturally Responsive Practices. It was something I knew of but didn't truly know. Now, I have confidence in defining this and talking to other staff about CRP and how to implement its practices.”

“Implementing my Action Research Project brought the restorative circle process into my PreK/K classes in a realistic and meaningful way. I always wanted to use the practice, but never saw a sustainable way to do it.”



“My CRP Action Research Project allowed me to codify a unit I had been dreaming about for many years as a teacher. While adapting this activism unit, I explored how to connect my classroom community to our school community.”

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Our classroom feels calmer, happier, and filled with learning!



COHORT CONNECTION'S ARC EXPERIENCE



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I received a network of like-minded caring individuals committed to culturally responsive education.

“Our ARC Fellowship has really helped me to push myself as a leader to be a warm demander, and in turn, I’ve pushed my teachers to be warm demanders as well.”

“Engaging in empathy maps really created space for seeing others in a more intentional way, and required me to be open to the biases I bring to judgements of them.”

“I used the Learning Pact to help middle school students set actionable steps to reach academic and behavioral goals. Of the six students I worked with on this, 4/6 moved their GPAs above a 3.0 from below a 2.0 within one quarter of the school year.”

“This experience increased my confidence as an educator because I have a better understanding of what Culturally Responsive Practices are and how to use them and share my knowledge.”



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The ARC Fellowship allowed me a sense of belonging.



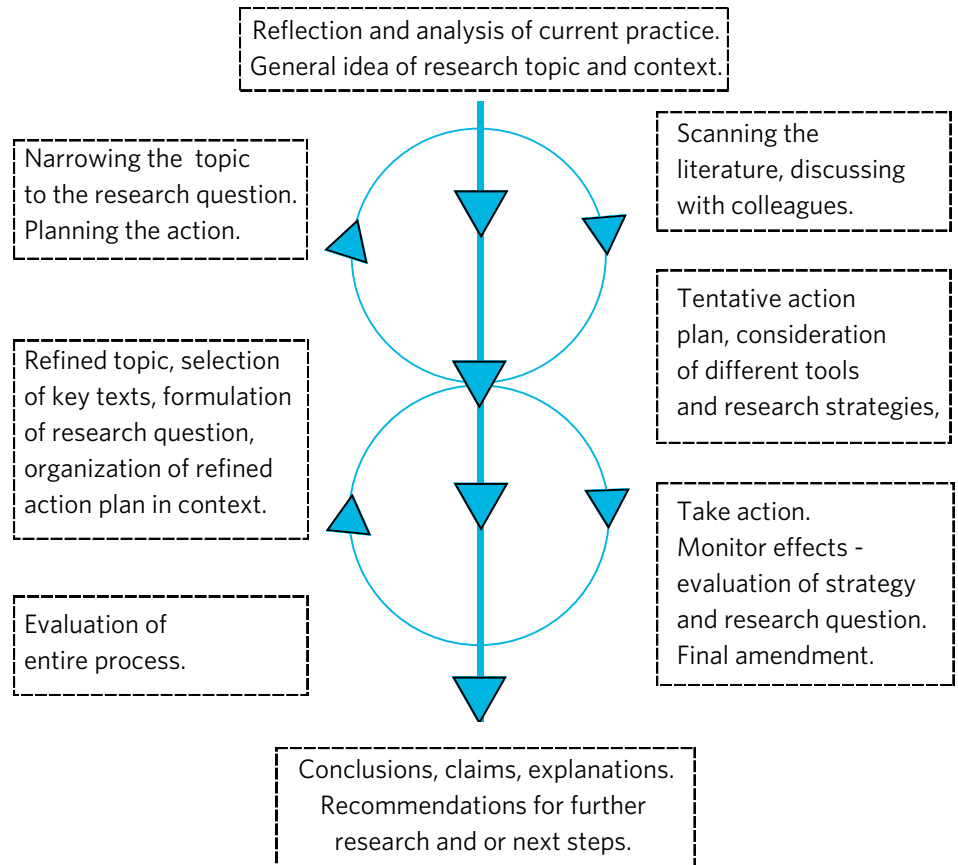


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2024-25 ARC PERSONAL ACTION RESEARCH PROJECT



PERSONAL ACTION RESEARCH FRAMEWORK



PROJECT TIMELINE

NOVEMBER 12

Project Introduction. Reflect on Your Wonderings.

DECEMBER 1

First draft Research Question, Context and Rationale.

DECEMBER 7

Project planning: Finalize Research Question, plan Data Collection Tools using Service Blueprinting. Check assumptions.

JANUARY

Project timeline drafted. Project launch.

FEBRUARY

Virtual coaching around project progress. Gather and analyze at least 3 weeks of data.

MARCH 4

Project check-ins and troubleshooting. Gather and analyze at least 3 weeks of data.

APRIL

Gather at least 2 more weeks of data. End data collection. Analyze all data. Engage in virtual coaching session and prepare for Show & Share.

MAY 3

Show & Share Exhibition to present process, conclusions, and findings.

HELPFUL RESOURCES

- [How to do Action Research in Your Classroom: Lessons from the Teacher's Network Leadership Institute](#)
- [Action Research Copyright © by J. Spencer Clark; Suzanne Porath; Julie Thiele; and Morgan Jobe](#)
- [CRP Action Research](#)

ARC TOPICS OF STUDY*

- Restorative Circles
- Core Values
- Asset-Based Feedback
- Community Agreements
- Empathy Tools
- Common Triggers
- Trust Generators
- Power & Privilege
- Warm Demander
- Identity Exploration
- Relationship Matrix
- Learning Pacts

* Not an exhaustive list from our work together

NEXT STEPS

HFLI recommends the following as possible next steps for participants:



Leverage the initial experience to build a strong professional learning community through social media channels, regular meetings and the support of coaches.

Share challenges, resources, and successes.

- Ask and answer questions.
- Develop collaborative projects.
- Provide safe “space” for novices and master teachers alike to be learners.

Adapt or develop lessons, units and/ or projects to include strategies, skills’ development, tools, materials and processes.

Put your Culturally Responsive Practices

Personal Action Plan into practice. Use a journal to reflect on your continued learning journey.

Plan and facilitate a professional development experience for your staff / grade level team, etc. using RP & CRE tools and strategies.

Convene a small group of educators to prototype a

school-based ARC community cohort as a possible major project, after-school club engagement or independent study opportunity.

Further develop culturally responsive

learning, teaching and leading methods. Consider exploring the supplemental resources below with an ARC book club.

SUPPLEMENTAL RESOURCES

Aligned Reading: *The Little Book of Restorative Justice in Education: Fostering Responsibility, Healing, and Hope in Schools*, by Katherine Evans & Dorothy Vaandering, is a reference practitioners can turn to repeatedly for clarity and consistency as they implement in educational settings.

Aligned Reading: *Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation* by Shane Safir and Jamila Dugan, introduces human-centered, story-driven school design that centers the margins of our communities.

Aligned Reading: *Culturally Responsive Teaching & The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*, by Zaretta Hammond, a bold, brain-based approach with "key moves" to build students' learning operating systems and prepare them to become independent learners.

Implementation Tool: HFLI Studio holds HFLI's instructional resources, including the specific tools, methods and slides from this workshop, to support using Design Thinking to address adaptive challenges at learn.hfli.org.



ADVANCING EXCELLENCE IN EDUCATION



At HFLI, we believe every person has the power to create. To solve problems, and innovate. To design and lead a life of impact.

All too often, however, that inherent power to innovate goes unnoticed, unsupported, or systematically cast aside. We know that the world is better for us all when everyone is included. And so HFLI is committed to advancing equity and empowerment through education, by activating people to design and lead lives of learning and impact: Equity through innovation.

As an innovation learning leader and strategic ally, HFLI partners with organizations dedicated to cultivating equitable learning, thriving, and leading.

We create immersive Deeper Learning by Doing^(R) experiences for school aged youth, young people, and adults. And we design scalable strategies for real world impact. We believe with creativity, empathy and collaboration, we can make the world a more equitable place.

Our culturally-responsive learning approach catalyzes creative thinking; builds confidence with practice; and supports people to take action for real impact. Because we know that it's not just about innovative thinking, it's also about creating meaningful changes in our world.

Take your next right step. Reach out to designthinking@hfli.org.

HFLI.ORG

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