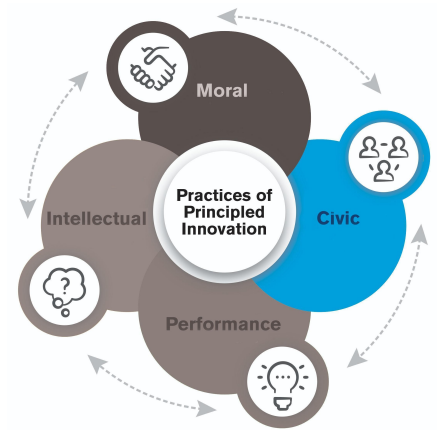


New Spaces, New Perspectives

Facilitation Guide

What is it?

Principled Innovation’s Civic asset of inclusivity embraces diversity as an opportunity for better understanding multiple perspectives related to both problems and potential solutions (Practice **C2**). Use this viewing and discussion to lead participants through a creative application of the notion of diverse spaces and diverse perspectives.

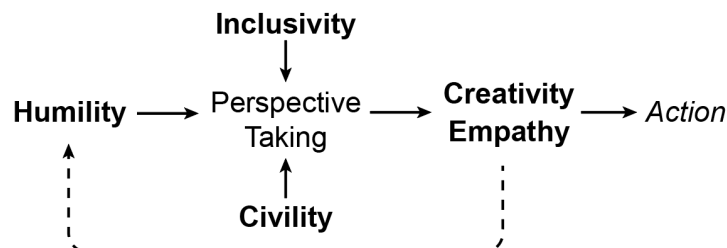


Why use it?

In this short video, Ken Robinson describes the way that a diversity of different spaces within a school building help students to look at things from new perspectives and spark creativity.

In the discussion prompts below, begin by asking participants why they think this works. Then, apply these ideas as a metaphor to explore the value of diverse perspectives and inclusivity. Just as schools must be built with diverse spaces in mind, teams must be as well. And just as these physical spaces need to be intentionally integrated into pedagogy and curricula to spark **creativity**, so *diversity* must be intentionally leveraged through *inclusivity* for it to become productive in the work of Principled Innovation. Our learning communities must publicly value the way each person’s perspective diverges from others’ and must **seek out those perspectives** (Practice **C2**) to be useful to **creating greater equity** for everyone in those communities.

The role of inclusivity in the Principled Innovation framework is illustrated in the image below. At the root of Principled Innovation is **humility**. Intellectual humility helps us realize that no one has all the answers and that, in fact, some of the answers we have are wrong. Humility leads us to seek the perspectives of others whose experiences differ greatly from our own. By engaging inclusivity, we work hard to ensure that we are **seeking out the perspectives** (Practice **C2**) that we might otherwise overlook due to interpersonal, professional, or political differences or who might sometimes be left out by language, citizenship, or racism, or other forms of social exclusion. As we seek out inclusive dialogues, we employ **civility** to build safe environments in which people can express their alternative viewpoints—even if that means laying the blame at our own feet. Through this process of dialogue, we start to see our communities from more complete perspectives and build emotional connections with others (**empathy**) that turn difference into solidarity and **creativity**—and often leading to a virtuous cycle of self-understanding. In turn, this transformational process of dialogue moves us to action—to **altruistic** care for our learning communities.



What you need

- Time: 15 minutes of participants' time
- Video: <https://www.youtube.com/watch?v=gNYEPsyJdhc>
- Individual activity or group participants

Instructions

Step 1: Situate

Begin by asking participants to watch this short video and to imagine the types of schools and spaces that Robinson is describing. Explain that you will be using this as a bridge to talk about the Principled Innovation asset of Inclusivity, which you will discuss after the video.

Step 2: Present

Present the Ken Robinson video: <https://www.youtube.com/watch?v=gNYEPsyJdhc>

Step 3: Discuss

Consider using these questions to lead a conversation following the logic explained in the “Why Use It” section above.

1. What sorts of spaces did you imagine? What are some of the most diverse school buildings that you have been in?
2. What kinds of changes in curriculum or pedagogy might need to take place in order to realize the kind of creativity that Robinson was describing in this video?

Share the following definition of “Inclusivity,” from the Principled Innovation framework:

***Inclusivity** is seeking to create environments which respect, bring together, and build upon the multiple perspectives, lifestyles, and experiences of each member of the community.*

Consider interacting with the following questions:

1. As with the scenario described in the Robinson video, why doesn't diversity in our learning communities automatically lead to greater creativity and better group problem solving?
2. Can you think of a real or imagined example in a classroom context—with a student, parent, or a co-teacher—in which bringing in multiple and diverse perspectives (Practice **C2**) can help to solve an educational problem?
3. What are some of our instinctive responses when someone brings up a perspective which lays the blame at our feet (e.g., a parent says we're completely wrong in our approach to handling a child)? How does the asset of **Civility** apply in that situation?
4. What is the value of **engaging that divergent perspective**? How might the assets of **humility** and **reflection** apply to inclusivity?
5. What are some ways we can lay the groundwork for creating an environment that both welcomes and **seeks out divergent perspectives**?