Co-Constructing Community:

Finding Peace
THE CHARLESTON 9

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WE ARE ONE.
Co-Constructing Community:

Finding Peace
“Once upon a time on Christmas Eve Santa came to someone’s house and he gave us all the presents, except he was actually the Grinch, but didn’t steal any of our toys, but stole the other people’s toys. Then, I put a “X” on the door and Santa did not come to my House, only the other’s houses.”
“A long time ago at Christmas Eve time Santa came over, but he stole the gifts of all the neighbors that are brown, but not Felix. He took their presents, only the black people because he hated it. He hated the dark people. And then he had hot cocoa and then, The End.”
Contents

- Why We Care
- Who We Are
- Place Based Curriculum
- The Partnership
- Peace Initiative
- The GIFT
- Future
Early Child Development Center

- A demonstration preschool for research, observation and practicum purposes

- Quality care and early education for children ages two through five from the College and neighboring community

- An active model of child advocacy in the Charleston community

PLAY • INQUIRE • CREATE
Memminger Elementary IB World School

- Personalized learning approach in a challenging environment emphasizing academic excellence and encouraging respect for individual differences.

- Teachers and students are positive contributors to the local and global communities

PLAY • INQUIRE • CREATE
Place-Based Curriculum

• Takes students out in to the communities, to learn, to do and to grow as human beings.
• Students learn subject matter in deep and lasting ways, understand the places they live in and participate in community
• Presents a wide span of purpose and possibility
• Invites some different ways of teaching and learning
• Larger, more authentic questions are considered and teachers, students and communities form partnerships that fuel and sustain the work
• Learning about PLACE fosters personal connections and understandings about one’s role in society that last a lifetime.

*Take a moment to discuss/reflect on what YOUR place lends itself to. How can you connect to your place?
The Partnership
The Space
MEMMINGER ELEMENTARY SCHOOL
ERECTED 1953-54
ON THE SITE OF
1858 MEMMINGER NORMAL SCHOOL 1932
1933 MEMMINGER HIGH SCHOOL 1950
BY
SCHOOL DISTRICT NO. 20 OF CHARLESTON COUNTY
THE STATE OF SOUTH CAROLINA
CHARLES A. BROWN, CHAIRMAN
THE REV. PAUL M. KINPORTS, VICE-CHAIRMAN
CHARLES D. MILLER
MRS. EDWIN S. PEARLSTINE
MRS. W. ALLAN MOORE, JR.
MICHAEL L. RUNEY
J. F. SEIGNIOUS
J. ARTHUR JOHNSTON, CLERK
GEORGE C. ROGERS, SUPERINTENDENT
SIMONS AND LAPHAM, E.A.A. ARCHITECTS
CHARLESTON SO.
CHARLESTON Constructors, Inc.
GENERAL CONTRACTORS
STATE EDUCATIONAL FINANCE COMMISSION
PROJECT NO. 12
History

Memminger Elementary
IB World School
1858 - founded as a “normal school” (high school for white children)
1876 - all girls high school to train female teachers (mission)
1932 – reorganized as comprehensive high school for white girls
1963 – desegregated (In subsequent years, in the face of continuing white flight from the county's newly desegregated schools, Memminger became a predominantly black institution with an enrollment so shrunken it faced closure)
1977 – racially integrated through partnership with CofC
2016 – IB Authorization as a PYP school
2019 – School district conversations to possibly reorganize the school

N.E. Miles
Early Childhood Development Center
1974 - founded to serve children from the campus community and surrounding community for the purpose of providing a laboratory and training school for teacher training
2002 - Named for Dr. Nathan Edgar Miles, a College of Charleston alumnus and pediatric ophthalmologist, whose generous bequest made possible the total renovation of the building re-dedicated
2014 - ECDC celebrated the 40th Anniversary
2020 – The college celebrates the 250th anniversary “History.Made.Here”
Partnership

2003: Community meeting was held to determine the needs of the formal partnership
2003-2004: Obtained small grant, formalized partnership
2007-2008: Summer Camp, Family History Project, Interactive Homework
2008-2010: Japanese Festival, Conversations about the possibility of combined Early Childhood Classes between MES & ECDC
2009-2010: MES becomes a neighborhood magnet school and named Memminger Global Studies: A University Partnership School, Combination 3 year old class
2010: MES moves to new location, building is under demolition in 2011
2013: MES returns to downtown location
2013-2016: Future partnership discussions, changes in leadership
2017-2018: ECDC & MES Peace Parade and Pathways to Peace Art Collaboration
2018-2019: ECDC & MES Partnership revised with strategic goals, ECDC Gift
In honor of the College of Charleston’s Peace Week initiative hosted by the Psychology department, ECDC was asked to create Peace inspired artwork to showcase on campus.

**Pathways to Peace**

The *Pathways to Peace* initiative is designed to accelerate the positive relationship between the two schools, the College, and community.

To honor the children’s curiosity in learning others’ points of views, the teachers organized the first of many “play dates”.

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*Peace Initiative*

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The Gift

Three prioritized focus areas:

• A holistic approach to providing co-curricular and extracurricular activities that support the ECDC mission and integrate ECDC and MES into the College and Charleston community

• To support the children of ECDC and MES to become life-long, enthusiastic and self-directed learners and responsible citizens

• To strengthen relationships with ECDC and MES parents, the local community and partners in the community
Examples

to day my friend from MemGr
ant his name is caleb and I made a nuthr friend on he
His name is travon and I made a nuthr friend on he
name siye and I played bol with siye and I
fun with my fans.

Per. Beginner with my
Future

collaboration

coordination

cooperation

communication
• What experiences do you have?
• What relationships?
• What is your place/connections within the community?
When you open spaces you create opportunities...
Implications

How can we ask our students to get out of their comfort zones if we don’t do so ourselves?
Place-based curriculum

Place-based education is a vibrant approach to education that takes students out in to the communities, to learn, to do and to grow as human beings. Students are given the opportunity to learn subject matter in deep and lasting ways, understand the places they live in and participate in community renewal that makes a difference to themselves and others. By “engaging the local,” place-based education presents a wide span of purpose and possibility.

Place-based education:

- centers curriculum in a specific locale that integrates content and creates focus.
- invites some different ways of teaching and learning. Larger, more authentic questions are considered and teachers, students and communities form partnerships that fuel and sustain the work.
- makes learning more relevant and applicable. Learning about PLACE fosters personal connections and understandings about one’s role in society that last a lifetime.
- when students ask the “big” whys -- the study of PLACE has the potential to transform individuals, institutions and communities.

*Take a moment to discuss/reflect on what YOUR place lends itself to
How can you connect to your place?
1. Strategic Focus Area #1: Direct Student Support
Leverage research-based practices that support the delivery of services for the diverse needs of children and expand access for toddler and preschool-aged early care and education through developing school readiness skills, and increasing inclusive, safe and accessible infrastructures within the two school communities with low park acreage.

2. Strategic Focus Area #2: Parent and Partner Engagement
Increase parent and family understanding of child development by strengthening relationships with ECDC and MES parents, the local community and partners in the community in the following ways.

3. Strategic Focus Area #3: Programming & Professional Development
Increase the professionalization of the early childhood workforce by providing consistent professional development opportunities to ECE professionals. This includes strengthening training opportunities for CofC pre-service teachers and graduate students to be more successful in high poverty/Title I schools to aid in teacher retention.
Personal Connections

- CofC Alumni
- Undergraduate pre-service teaching experiences at ECDC and Memminger
- Participated in Memminger/CofC partnership 2003-2015
- 2004-2010 Targeted years of partnership
- Neighborhood planning team, D20 meetings
- Variety of outside and top-down influences on sustainability of partnership
- Role at ECDC and connection to community

HISTORY
DESIRE to strengthen a partnership
GOALS?
Natural outgrowth is, we want to DO something – Advocacy?
Personal Connections

What do you want YOUR students to experience?
What experiences do you want to share/provide for your students?

Expand our own as teachers

How can we ask our students to get out of comfort zones if we don’t do so ourselves? - Mary
Personal Connections

Japanese Festival

Tour Guide
Real connection to history of area/place
Family and personal interest,
Growing up – great grandparents across Coming Street
Personal Connections

• Title I
• Living in Neighborhood
• Living abroad/cultural interests
• Research to Practice – doc student?
Implications

Role of the Professor: How can you provide relevant

Role of the Administrator: How can you give teachers opportunities/freedom to extend beyond boundaries (between grade levels, church down street, etc.) – that does or does not cost money?

Role of the Teacher: How can you broaden classroom community into the greater community? (look at as not another thing to add to busy schedule, transfer, how to make easier?)

EMPOWERING Teachers
MOTIVATING Students
BUILDING Community
Personal Connections

- Grandmother graduated from Memminger
- Parents also attended Memminger
- Teaching since 2006
- CofC connection
- Partnership with ECDC
“Executive function (EF) is a broad term used to describe the complex cognitive processes that are the foundation for flexible, goal-directed behaviors.”

Meltzer (2010)
Elements of Executive Functioning

5 Stages (Geschler, 2017)

- Shifting Flexibly: Student Grouping
- Goal Setting: “What’s your plan?”
- Organizing and Prioritizing Story Development
- Accessing Working Memory: Story Elements Fiction Non-fiction
- Self-checking: Audience Awareness

STUDENT

TEACHER
STORYTELLING STAGES

1. PRE-STORYTELLING
   - Shifting Flexibly
   - Student Grouping

2. DEVELOPING STORYTELLER
   - Goal Setting: “What’s your plan?”

3. EMERGING STORYTELLER
   - Organizing and Prioritizing
   - Story Development

4. EARLY STORYTELLER
   - Accessing Working Memory: Story Elements
   - Self-checking: Audience Awareness

Executive Function

(Stone & White, 2018)
The Benefits

**TRICIA**
- Unique class (all live across the street)
- “Newness”
- Culture, treating friends (basketball example)

**MARY/RYAN**
- Experience relationships with children from different backgrounds
- Transition to public school

- Incentive to see new friends, shared activities
- Practicing how to make a new friend, how to be nice, etc.
The Space

-whole “southern” history in one space:
School, projects, multimillion homes, college
Memminger named after confederate treasurer

We are opening up space within this area
- video of aerial and zoomed in to street views
  SHOTS: projects, homes, horse carriage, schools, college
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