

## **Inclusivity into a purposeful community:**

To extend this conversation, consider some implications of this aspect of inclusivity—namely, inclusivity into a purposeful community—for your educational leadership. Here are some initial questions to consider.

### **Coherence**

- How would *you* describe the contours of your school as a “purposeful learning community”?
- How would *other stakeholders* describe this?
- How do these descriptions align with how your school *officially* describes its purpose?
- Where is there consensus? Where are there disagreements and tensions?

### **Communication**

- How, as a school community, do you communicate your purpose *internally*?
  - What specific artifacts, practices, and rituals do you use?
  - Do different internal stakeholders—administrators, teachers, support staff, students—receive different messages?
- How, as a school community, do you communicate your purpose to *external stakeholders*?
  - What are the primary methods of this communication?
  - Who are the main external audiences for your messaging? Who determines this?

## **Finding and Confronting Exclusionary Barriers**

To extend this conversation, I invite you to reflect on some implications of this aspect of inclusivity—namely, finding and confronting exclusionary barriers—for your educational leadership.

### **Finding Exclusionary Barriers**

- What are the primary internally generated educational categories that affect students' opportunities to learn in your context? Which of these serve your school's purpose?
- Do you gather and analyze data regarding correlations between these internally generated educational categories and external imposed educational categories? How about with social categories?

### **Confronting Exclusionary Barriers**

- What structures are in place to support community members who experience exclusion?
  - Personnel (e.g., family and community liaison)
  - Organizational routines (e.g., teaming to surface student support needs)

## **Employing an Intersectional Lens**

To extend the conversation, consider some implications of this aspect of inclusivity—namely, employing an intersectional lens—for your educational leadership.

- How does your school provide opportunities for stakeholders in different roles—from the educators to the students to the family members—to reflect on, explore, and exhibit their positionality?
- What is a specific curricular or instructional practice that engages students' multiple dimensions of identity? What is the genesis of this practice? Is it aberrant or typical in the school?
- To what degree does the teaching and learning environment in the school provide space for individuals to share different dimensions of their social identities? Which dimensions are celebrated? Which are obscured, ignored, or suppressed?