Cultivating social ecosystems by focusing authentic partnerships on nurturing inclusivity into a purposeful community:

To extend this conversation, consider some implications of this aspect of cultivating social ecosystems—namely focusing authentic partnerships on nurturing inclusivity into a purposeful community—for your educational leadership. Here are some initial questions to consider.

- Just as GPA has design features that promote authentic partnerships, how do design features in your school community function to promote authentic partnerships? What design features inhibit these?

- How could you categorize these design features to help you recognize strengths and opportunities for growth? For instance, consider which involve curriculum and instruction, school governance, and whole-person formation. Consider which support students, which support educators, and which support parents and caregivers. Consider what other categorizations are helpful.

- Educators in GPA embarked on an internally-driven professional development process that engaged diverse stakeholders. What might be an initial step in your context to do the same?

Cultivating social ecosystems by advocating for critical formation to advance the common good:

To extend this conversation, consider some implications of this aspect of cultivating social ecosystems—namely, advocacy of critical formation to advance the common good—for your educational leadership. Here are some initial questions to consider that can help you notice design features in your school community that relate to this:

Advocacy of Critical Formation:

- In your school, consider who is responsible to advocate for:

  - Student health and wellness

  - Family health and wellness

  - Educator health and wellness

- What are the benefits of distributing these responsibilities broadly? What are the benefits of defining them narrowly? How well is your school community striking this balance? How could you improve?

- Amongst these various stakeholders, what are some factors that promote health and wellness? What factors present barriers and impediments that undermine health and wellness? What strategies does your school community employ to strengthen factors that promote as well as to address barriers and impediments? How could you improve?

Common Good:

- How does regarding your school as a purposeful community connect to building commitment to the common good within the school community?

- What practices and policies foster relationships of understanding and trust amongst
community members diverse across multiple dimensions? How do these promote the
common good? How could you improve?

Cultivating social ecosystems by leveraging communities of practice via boundary spanning and border crossing:

To extend this conversation, consider some implications of this aspect of cultivating social ecosystems—namely, leveraging communities of practice via boundary spanning and border crossing—for your educational leadership.

Relational Network Map

- Revisit the relational network map created in Chapter Three. Consider how different individuals on the map are boundary spanners. How do you already draw upon the unique knowledge and skills they bring to your community of practice? How can you improve this?

Community Asset Map

- A community asset map is a way to visually represent the varied resources in the area. Using an online mapping tool, identify various locations germane to your school community, such as

  - Schools: Locate your school, schools that feed into yours, and schools that your graduates attend

  - Places of worship: Locate churches, mosques, synagogues, and meditation centers.

  - Social service providers / Community-based organizations: Locate social service providers (e.g., homeless shelters, food pantries, United Way, Boys & Girls Clubs) and other community-based organizations that support students and families.

  - Public services: Locate public services such as libraries, recreation centers, and hospitals.

- Businesses: Locate key businesses for students and families, such as financial institutions and grocery stores.

- Parks and natural spaces: Locate publically available outdoor recreation areas.

The process of creating a community asset map can help you identify boundary spanners as well as opportunities for border crossing in your school community.