**Individual Practical Wisdom**

To extend this conversation, consider some implications for practicing practical wisdom in your educational leadership. Here are some initial questions to consider, weaving in the first four dimensions of SJS:

- Identify a recent situation you faced in your leadership which called for you to practice practical wisdom.

    - Reflecting back on this situation, which dimensions of the SJS did it touch upon? Fostering inclusivity? Supporting critical formation? Leveraging communities of practice? Cultivating the social ecosystem?

    - To what degree did you draw upon collegial support in discerning your course of action?

    - How did this support help you ask "why" questions, critiquing the status quo?

    - How did this support help you ask "how" and "what if" questions, envisioning responses?

- Identify a current situation that is presenting you with moral and ethical complexity.

    - Who can serve as a critical friend to you as you discern your course of action?

    - How can this critical friend help you strengthen your critical consciousness in this discernment?

    - How can this critical friend help you engage in boundary spanning and border crossing to further aid this discernment?

**Collective Practical Wisdom**

To extend this conversation, consider how dimensions of the educational infrastructure in your context affect collective practical wisdom. Here are some initial questions to consider.

- Pick one specific aspect of the educational infrastructure—such as a policy, routine, or role—that seems to support collective practical wisdom. Ask a couple questions about this example:

    ● What is its history? How did this aspect of the educational infrastructure begin? Has it morphed over time? Why or why not?

    ● How does this function in manners that promote collective practical wisdom? To what degree does it create opportunities for members of our community to genuinely and productively wrestle with an issue(s) of moral and ethical ambiguity?

- Now repeat this same exercise, but this time focus on an aspect of the educational infrastructure—such as a policy, routine, or role—that seems to impede collective practical wisdom.