

# CULTURE, SYSTEMS, LEARNING

“It takes time for principals to change a school’s culture, build systems that support the culture, and nurture the ongoing learning of all stakeholders.”

#CreateHope

## CULTURE DOMAIN

The principal’s efforts to create, foster, and sustain a student-centered climate and culture where all adults strive to build positive and unconditional relationships with all students, while ensuring equitable access and opportunities to high-quality programs. The culture domain dimensions include:

**Relationships** - A focus on learners where relationships elevate experiences and outcomes that ensure optimal learning is achieved by all (*Building Ranks™*);

**Student Centeredness** - An environment where students’ needs drive the strategic alignment of organizational decisions and resources (*Building Ranks™*);

**Wellness** - An environment in which the well-being (physical, mental, and social-emotional) of everyone in the learning organization is intentionally fostered and nurtured (*Building Ranks™*);

**Equity** - The behaviors, systems, processes, resources, and environments that ensure each member of the learning organization is provided fair, just, and individualized learning and growth opportunities (*Building Ranks™*);

**Traditions/Celebrations** - The routines and procedures that elevate organizational culture as well as recognize, celebrate and honor all students, staff, and community for their achievements and service to others;

**Ethics** - An environment in which each person exhibits the beliefs and behaviors that uphold the universal core values that promote the learning organization’s success (*Building Ranks™*); and

**Global Mindedness** - An environment that is a microcosm of the world that navigates, engages, and reflects the richness and complexity of the global society (*Building Ranks™*).

## SYSTEMS DOMAIN

The principal’s efforts to assess a school’s current systems, initiate a cycle of inquiry focused on dismantling historically inequitable systems, and engage stakeholders in a collective effort to establish sustainable student-centered systems. The systems domain dimensions include:

**Vision/Mission** - A focus on learners where the vision inspires and sets the direction for the future and drives the mission where actions lead to outcomes (*Building Ranks™*);

**Communication** - The process used to foster collective understanding and engagement that creates and sustains a positive learning environment (*Building Ranks™*);

**Collaborative Leadership** - An environment where all members of the learning organization actively assume and support leadership for themselves and others to enhance engagement and performance (*Building Ranks™*);

**Data Literacy** - A focus on learners where all members of the learning organization understand and actively use various forms of formal and informal data to improve the learning organization;

**Strategic Management** - A focus on learners where school leaders align and leverage a holistic system and its processes which drive organizational performance (*Building Ranks™*);

**Safety** - An environment where the learning organization’s physical space and safety procedures are regularly monitored and maintained; and

**Operations** - A focus on the school operations which utilize and deploy systems that effectively balance operational efficiencies and student needs.

## LEARNING DOMAIN

The principal’s efforts to support the development and use of innovative practices that encourage adult and student life-long learning. The learning domain dimensions include:

**Reflection/Growth** - A focus on learning where introspection yields actionable feedback and strengthens the growth and productivity of the learning organization (*Building Ranks™*);

**Result-Oriented** - An environment in which everyone is accountable for the personal and collective growth of all members of the learning organization (*Building Ranks™*);

**Curriculum** - A focus on learners where content produces a high level of personal and academic achievement (*Building Ranks™*);

**Instruction** - A focus on learners where teaching methods produce a high level of personal and academic achievement (*Building Ranks™*);

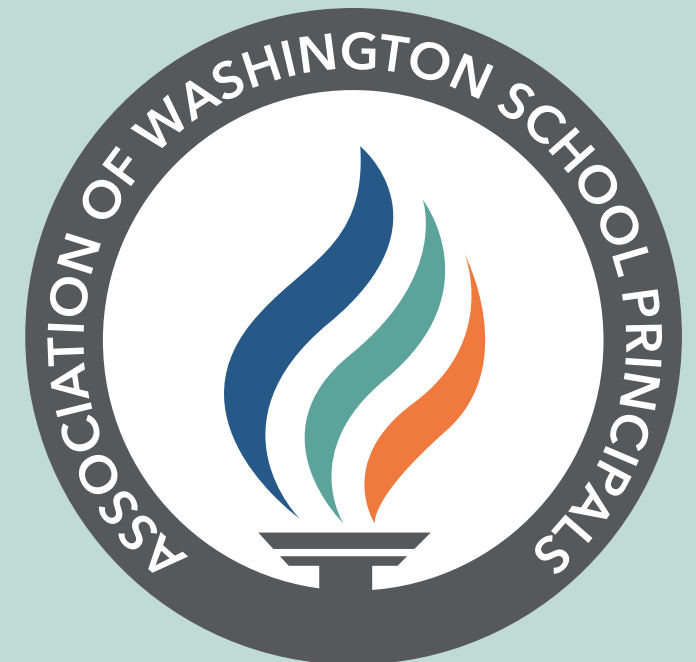
**Assessment** - A focus on learners where measures produce a high level of personal and academic achievement (*Building Ranks™*);

**Innovation** - A focus on learning where creativity and risk-taking ignite a passion for learning and challenge the status quo (*Building Ranks™*); and

**Human Capital Management** - A focus on learners where the growth and development of each individual are essential to support learning and the school community (*Building Ranks™*).

# SCHOOL LEADER’S PLANNER FOR INCLUSIONARY PRACTICES

A Companion Tool to the School Leader Paradigm



# LEARNING

# SYSTEMS

# CULTURE

What will teaching and learning in inclusionary practices look like in our school for students and adults?

What systems adjustments do we need to make in order to support our culture of inclusion?

What do we want our culture of inclusion to look, sound and feel like in the next five years?

1

Describe the current reality of your school culture for inclusion.

Assess your school systems. What systems need to be rethought, reframed or replaced? Are there inclusionary systems missing from your school?

What is the current reality of learning in your school? For each and every student? For all adults?

2

Looking to the future, what steps will you take now?

Which systems will be improved in this phase? How? Who? When?

What are ways you will encourage/add more accountability, reflection, innovation, student discourse, etc. into this domain?

3

How will all stakeholders describe the inclusive culture in your school now? What will be noticeably different from the past? What will you tackle next?

What will you notice now about systems in your school? What system(s) are still in need of your attention?

What will you notice about the learning in your building? What will students say about their learning?

4

Is your school culture progressing as planned? What type of assessment/feedback will you collect to evaluate your work?

Are your systems improving? What type of assessments/feedback will you collect to evaluate this work?

What data will your school use to assess the current state of learning in your building? What will you do with this info?

5

Describe your vision of the ultimate inclusive school culture.

List the inclusive systems that are fully functioning in your school.

Describe the learning in your building. For each and every student? For all adults?