

Chapter 2: Apply It to Your Practice

Working individually or in learning teams, reflect on these questions, and implement the commitments to your practice (for more information on engaging with these questions, please see the section titled Space for Reflective Practice on page 9 in the introduction). As always, strive to move your reflection to action.

React to the Chapter

What are your key takeaways from this chapter? What was surprising to read? What did you connect with?

Celebrate Small Goals

In Sherry Denney's case study (page 63), you read about Aliyah, the connection she shared with her counselor and teacher, and some important progress she made toward her goals. After Aliyah finished the two classes in this story, she needed to take another break from pursuing her high school diploma. In pursuit of a big goal, people check off little goals, reach obstacles, pivot, and (with hope) persist. How can you celebrate persistence and progress toward small goals in your classroom?

Honor Lived Experiences

Educational pathways are often nonlinear. Consider the lived experiences Amelia, Jack and James, Clarissa, Sam, Bia, Clara, and Aliyah brought to their studies. How are you honoring the diverse lived experiences of your school community?

Enter Collaborative Dialogue

The following are some starter questions written for collaborative dialogue with school community groups (Fishman-Weaver, 2017).

- **Learning:** What is our school community (classroom, school, and district) learning through this process? What are our individual stakeholders (student, teacher, support staff member, and administrator) learning through this process? Are we safeguarding learning at high levels? How is this lesson pushing our school or district forward?

- **Care:** Who needs support in this situation? How can a class, school, or district give support? What support would I want if I were on the other end of this decision?

- **Communication:** How are we honoring our commitment to active listening? How will this decision and rationale be communicated to all stakeholders? What opportunities are there for teachers or students to have agency in the communication and implementation of this decision?

- **Equity:** Are we fully considering the needs of this particular community (classroom, school, or district) or community member (student, teacher, support staff member, or administrator)? Have we explored ways to ensure equity and access? Have we considered the roles different lived experiences might play in this situation? Are we valuing diversity?

- **Radical hope:** How will I practice radical hope in my classroom? (In your planning and decision making, create space for new possibilities and solutions. When people, including young people, are challenging, commit to assuming positive intent and giving community members the benefit of the doubt.)

Source: Fishman-Weaver, K. (2017). *A call to praxis: Using gendered organizational theory to center radical hope in schools*. Journal of Organizational Theory in Education, 2(1), 1–14.