

## Chapter 4: Leadership Self-Reflection

After reading this chapter, reflect independently, with a colleague, or as a leadership team on how your personal beliefs and practices influence your school's culture of belonging.

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How would you respond if a board member or a family in the community questioned the need for identity-based affinity groups in your school? What evidence, personal stories, or schoolwide goals could help clarify their purpose and dispel misconceptions?

What student populations in your school may benefit from an affinity group but currently don't have one? How might you identify staff advisers and create a space where students feel supported, not spotlighted?

What student groups or individuals might be ready to lead a professional development session for your staff? When during the school year might this take place, and what supports would you put in place to ensure their voices are prepared, empowered, and protected?

What existing schoolwide challenges—such as discipline disparities, low engagement, or staff retention—could be addressed by a well-composed belonging task force? What steps can you take to ensure the team includes voices that have historically been excluded from decision making?