Reculturing Schools to Foster Inclusive Learning Communities:
What School Leaders Need to Know and be Able to Do

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Abstract

Barth (1990) indicates that he would like to work in a school "characterized by a profound respect for and encouragement of diversity, where important differences among children and adults were celebrated rather than seen as problems to remedy" (p. 10). To that end, this module introduces the understanding necessary to lead schools in a reculturing process leading to the development of genuinely inclusive learning communities.

An inclusive, participatory leadership model is built into the module, reflecting distributed leadership, analogous to the inclusion of all constituents as valued members of the learning community. Current research on practices which support authentic learning in the preparation of innovative instructional leaders supports the hands-on, interactive, inquiry-based processes.

The scenarios included build in opportunities to individually and collectively reflect on both past and current practice and to purposefully develop a systemic process to shift their cultural paradigms to support inclusion, both philosophically and pragmatically.

Module Contents (30 pages)

Overview & Objectives
Module Agenda (outline for 3 class sessions of 2 hrs each)
4 Tenants of Social Justice
ISLLC Standards for School Leaders
Related ISLLC Standards and benchmarks
Assessment
Case Study (for session #3)
Case Study discussion
Table 1:
     Leighton Elementary School Student Demographics
     Five-Year Longitudinal Study
Table 2:
     Percentile Rank of Criterion Reference Test
     Literacy Scores 1997-2001
Table 3:
     Leighton Elementary School Percentile Rank of Criteria Reference Test
     Literacy Scores For Primary English Speakers
     (including students with >3 years ESL)
Leadership for Inclusive Learning Communities Matrix
     (Instructor's Guide to Matrix)
K-W-L Chart (Know, Want, Learn)
References
Suggested Web Sites

PowerPoint Presentation (28 slides)