

Finding and Building Pathways to Caring Communities

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Be Prepared to Build a World of Good



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How do leaders integrate their own sense of character, as well as their commitment to creating communities in which all young people can flourish, into the work of building organizations that advance equity for culturally and linguistically diverse youth?

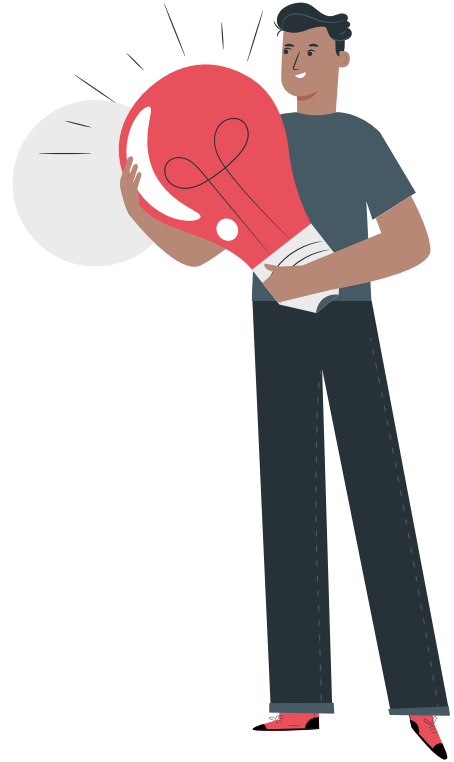
In interviews with leaders of equity-advancing organizations, we asked:

- What draws leaders to this work?
- What does it take to build effective organizations around it?
- What roles do *caring* and *character* play?



01

Equity



Equity: Personal History & Motivation

- Experiencing, witnessing, and coming to understand inequity as it existed in the educational environments leaders inhabited during their own school years
 - Racial, ethnic, and socioeconomic disparities in academic tracking
 - Demographic differences in representation in student organizations and extracurricular activities

Equity: Barriers

- Barriers to equity are wide-ranging
 - Accessibility (timing, location, language, mode)
 - Cultural divides and institutionalized prejudice
- In order to break down barriers, it is necessary to work with constituents who experience them, in order to fully understand how they operate

02

Collaboration, Dialogue, and Engagement



Collaboration, Dialogue, and Engagement: Inviting Participation

- Providing educational and extracurricular opportunities is insufficient
 - Barriers to access are baked into systems, and not always obvious
- In pursuit of accurate data to guide their efforts, leaders must work conscientiously to create conditions that include marginalized constituents and invite their perspectives

Collaboration, Dialogue, and Engagement: Accountability and Collective Responsibility

- Creating cultures of collaboration and collective responsibility, in their own organizations and those they seek to serve
 - Data should be collected and shared in ways that provide accurate, actionable feedback
- Accountability based on shared values and goals
 - Mutual respect and trust

03

Caring and Character



Caring and Character:

Ethic of Care

- Sense of social responsibility and care for others as primary motivators to engage in this work
- Caring relationships as primary vehicle for transformative change in individuals and organizations
 - Fostering networks of mutual care, trust, understanding
 - Mentorship as bidirectional relationships

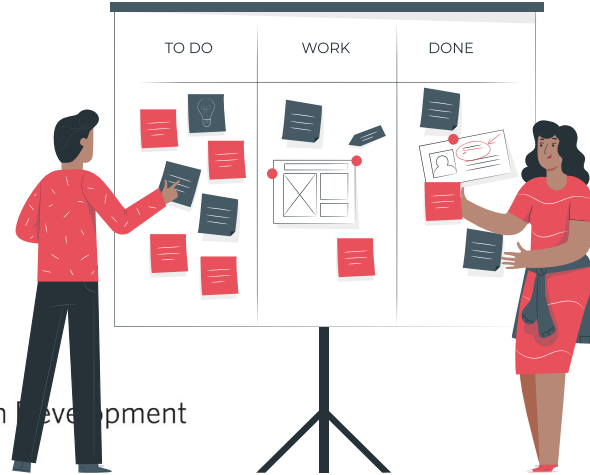
Caring and Character:

Character and Leadership

- Building character strengths in children
- Cultivating strengths and mindsets within organizations
 - Putting ethic of care to work for collective efficacy
 - Cultivating respect, open-mindedness, thoughtful listening, taking responsibility for mistakes and shortcomings, taking action based on learnings

04

Civic Action and Experiences of Efficacy



Civic Action and Experiences of Efficacy

- Listening to youth in pursuit of accurate data, honoring their perspectives and contributions
- Creating conditions for students to have authentic experiences of effective civic engagement
 - Formative experiences participating in co-constructing institutions that aim to serve them
 - Efficacy around change-making can self-sustain

Conclusions:

- Creating systems in which all children have equitable access to opportunities is possible
 - Requires perseverance, resilience, a willingness to collaborate, a strong sense of self, and an openness to deep caring for others
- Leaders must be willing to share strengths and limitations, to own mistakes, and to be open to learning how to improve

Conclusions:

- System improvement requires leaders to conceptualize their work not only based on individual efficacy, but also based on the conditions they create for collective efficacy
- Focusing on equity is a powerful organizing principle for leadership

Thank you!

Please feel free to direct any questions to
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