Featured

(1)What is the role of school leadership in enhancing students' equity of opportunity?

(2) Helping others bring children happiness

And, as always, you will find
(3) Links to a few other resources relevant to continuing education

**This community of practice *Practitioner* is designed
for a screen bigger than an IPhone.**

For discussion and interchange:

>*What is the role of school leadership in enhancing students' equity of opportunity?*

From: *Navigating Equality in Schools: The Sociological Impact of Leadership on Student Success*

"...Leadership in schools ... involves more than just managing the institution; it has a profound influence on student achievement and success....

Effective leadership fosters ... a supportive environment within educational settings. The leaders serve as the driving force behind creating a culture that prioritizes the well-being and success of both students and staff... [and fosters] an environment where students from diverse backgrounds thrive academically [and] ... supports equitable education outcomes. Leadership development programs must emphasize equity principles, preparing future educational leaders to navigate complex societal challenges with a commitment to fairness and inclusiveness. These practical steps will enhance the implementation of research findings, promoting societal equity in real-world educational settings...."

Center Comments:

As our Center's research has stressed, administrative leadership at school and district levels is key to ending marginalization of efforts to address behavior, learning, and emotional problems and transform student/learning supports. The work of the *National Initiative for Transforming Student/Learning Supports* emphasizes that:

*Equity of opportunity is fundamental to enabling civil rights;
transforming student and learning supports is fundamental to
promoting whole child development, advancing social justice,
and enhancing learning and a positive school climate.*

Leadership development programs not only must emphasize equity principles; they must clarify that school improvement policy must

>move from a 2 to a 3 component framework

and

>transform student/learning supports into a *unified, comprehensive, and equitable intervention system*
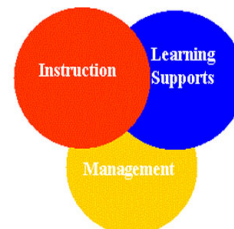
Leadership Development Programs Need to Take Stock Related to How They Are Covering Student/learning Supports

We have developed many resources that can help expand the coverage:

For example, see our recent guides that provide a roadmap for moving in new directions:

(1) *Student/Learning Supports: A Brief Guide for Moving in New Directions*

(2) *Transforming Student and Learning Supports: Starting the Process*

(3) *Building on MTSS to Enhance How Schools Address Barriers to Learning*

These works provide prototypes for new directions and first steps for moving forward on a monthly schedule. The first steps outlined involve

(a) mapping existing student support activities and operational infrastructure,
(b) analyzing what has been mapped,
(c) identifying priorities for and clarifying the benefits of system changes,
(d) developing recommendations for system changes,
(e) building a critical mass of support

Links to resources are provided to aid in carrying out each task.

Here are a couple briefs for those leaders who want to move forward:

>*Developing a Unified and Comprehensive System of Learning Supports: First Steps for Superintendents Who Want to Get Started*

>*Establishing a Comprehensive System of Learning Supports at a School: Seven Steps for Principals and Their Staff*

And see the implications for rethinking leadership infrastructure.

>*Leadership Infrastructure: Is What We Have What We Need?*

For discussion and interchange:

>*What makes children happy?*

From: *Being good and feeling good: What happiness means to children*

"...From an early age, children's sense of happiness is driven not solely by immediate desires and hedonic pursuits, but also by a deep concern for goodness and engaging in actions that benefit themselves and others constructively. This perspective emerges as one of the most significant contributions of research, carrying far-reaching implications for parenting and educational practices.

Perceiving children's happiness as rooted primarily in immediate desires and pleasures might tempt parents, teachers, and other adults to indulge them with material possessions, potentially hindering encouragement of morally good behaviors....

That children derive happiness from performing prosocial actions aligns with the evolutionary idea that happiness serves as a crucial psychological mechanism for promoting prosocial behaviors in human societies..... This perspective appears to be a fundamental aspect of our understanding, emerging early in life and not dependent on extensive life experiences, advanced education, or intricate philosophical reasoning. Thus, these developmental findings illuminate our deeply rooted notions of and structures related to the concept of happiness...."

Center Comments:

As children develop, empathy is viewed generally as a core element of social-emotional development and functioning. It also is seen as a key component of resilience because empathy can play a role in successful coping. The increasing emphasis on whole child development is focusing more schools on both curricular and natural opportunities to promote empathy and compassion. These matters, of course, are an essential aspect of pursuing any social-emotional curriculum. And, they can be part of teachable moments that arise throughout the school day.

Of course, in any school, the promotion of social-emotional development and functioning depends on teachers, student support staff, administrators, and other staff (a) appreciating the potential benefits and (b) enhancing their capacity to promote empathy and compassion. This includes modeling related behavior and enhancing student engagement in ways that foster moral development and intrinsic motivation.

For more on this aspect of child development, see our Center Quick Find on

>*Social and Emotional Development and Social Skills*

Be sure to browse

>*Natural Opportunities to Promote Social-Emotional Learning and MH*

>*Empathy, Compassion, and Addressing Student Misbehavior*

> **How are these topics being discussed in your locale?**
>
> Please let us know so we can share the info widely. Send to ltaylor@ucla.edu

>Links to a few other relevant shared resources

>> **Media Roles in Suicide Prevention: A Systematic Review**

>>**Understanding Adolescent Mental Health Disparities Through the Lens of Environmental Stress Exposure**

>>**Measuring compassionate leadership in education**

>>**Convergence and divergence of empathic concern and empathic happiness in early childhood: Evidence from young infants and children**

>>**Suicide prevention programs through community intervention**

>>**Head Start is turning 60. The federal child care program may not make it to 61**

>>**What Data Tell Us About How Schools Can Amplify Student Voice**

>>**A Look at Applied Behavioral Analysis (ABA)**

>>**CTE partnerships open career doors**

Few Upcoming Webinars

For links to the following and for more webinars, go to the Center's Links to
Upcoming/Archived Webcasts/Podcasts

4/16 A crisis plan for mental health problems
4/17 Youth engaged evaluation
4/22 Telling stories with data
4/22 Sharing your impact: communicating data effectively
4/22 Student led initiatives
4/29 Managing conflict
4/30 Problem solving in relationships
5/1 Community organizing
5/7 Racial Justice in Discipline
5/8 Creating conditions for healthy disagreement
5/14 Health, Well-being and Safety is Essential to Showing Up
8/6 Student Connectedness Fosters Attendance and Engagement
9/24 Family Engagement is the Foundation for Attendance and Learning

How Learning Happens (Edutopia's updated series of videos explores how educators can guide all students, regardless of their developmental starting points, to become productive and engaged learners.

Unpacking the Impacts of Structural Racism on Youth (webinar recording)

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### To Listserv Participants

- *Please share this resource with others. (Everyone has a stake in the future of public education and this is a critical time for action.)*

- *Let us know what's going on to improve how schools address barriers to learning & teaching and reengage disconnected students and families. (We can share the info with the over 130,000 on our listserv.)*

For those who have been forwarded this and want to receive resources directly, send an email to Ltaylor@ucla.edu

Looking for information? *(We usually can help.)*

Have a suggestion for improving our efforts? *(We welcome your feedback.)*

We look forward to hearing from you! *Contact: ltaylor@ucla.edu*

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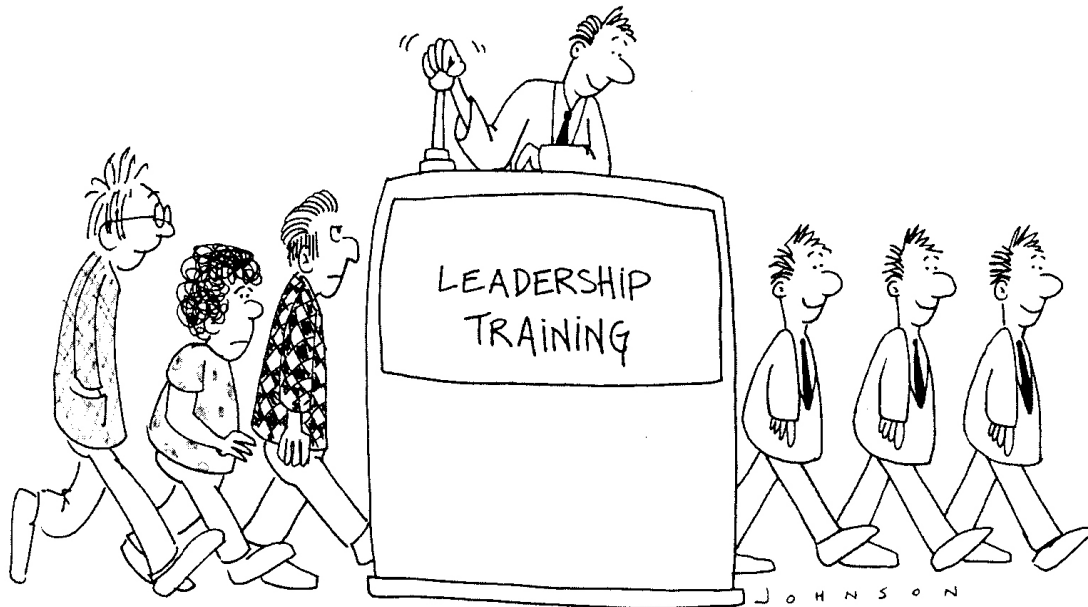
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