# CULTIVATING INCLUSIVE, RESILIENT COMMUNITIES OF LEARNING

**BUILDING COMMUNITY:** Caring classroom relationships foster students' sense of belonging and create avenues for instructors to better understand their students' identities, motivations, learning assets, and growth areas (Gray, Hope, & Matthews, 2018)

**PROMOTING RELEVANCE:** Centering students' cultures, lived experiences, values, and goals boosts engagement, understanding, confidence, retention, and problem-solving skills (Gutiérrez, 2002; Nicol, et al. 2019; Rogoff, 2002; Volman & t'Gilde, 2021)

**EMBRACING GROWTH:** Normalizing struggle as a sign of learning acknowledges students as whole people, provides instructors with a valuable window into student thinking, and can boost student persistence and achievement (Canning et al., 2019; Yeager et al., 2022; Guitierrez, 2018)

**AFFIRMING EMOTIONS:** Emotions and learning are inextricably linked; supporting students in identifying, managing, and harnessing the power of their emotions creates a safe space for them to be their authentic selves and embrace learning challenges (Gutiérrez, 2018; hooks, 2003)

**STRENGTHENING 'KNOW-HOW':** Supporting students' ability to navigate educational systems and processes and employ effective, research-backed learning strategies promotes agency and can reduce disparities in learning 'know-how,' particularly for first generation students (McDaniel& Einstein,2020)

**ALIGNING SYSTEMS:** CIRCL practices are most effective when there is coherence between students' experiences in the classroom and the policies, practices, and norms of the wider school and district (Walton & Yeager, 2020; Bryk et al., 2015; BELLE, 2020; Matthews, 2011)