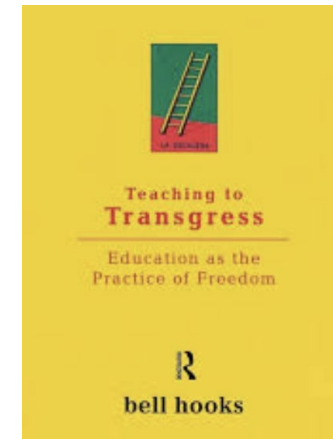
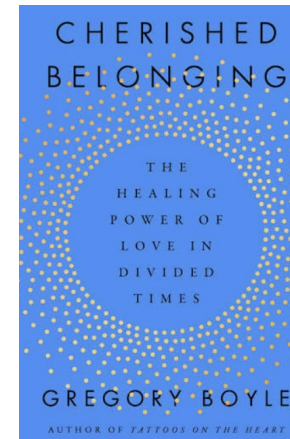
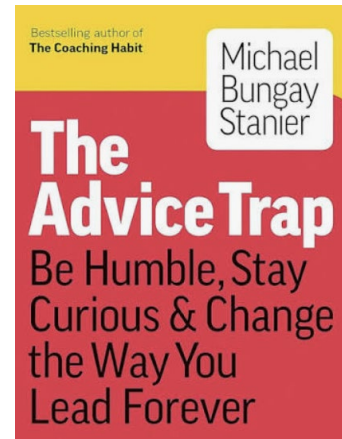
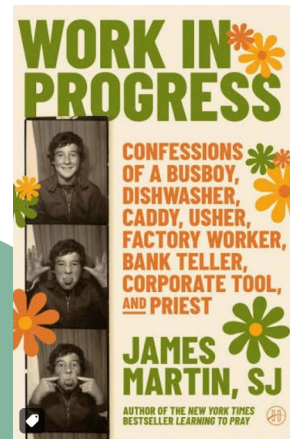
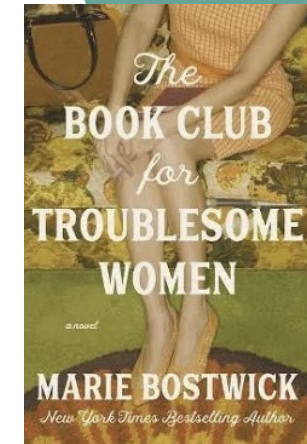
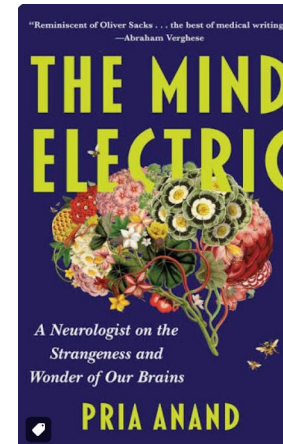
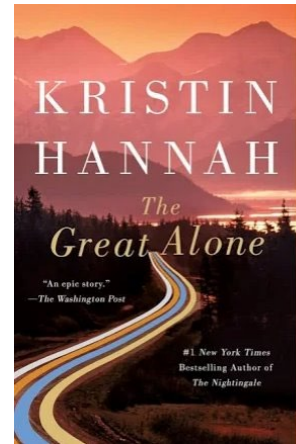
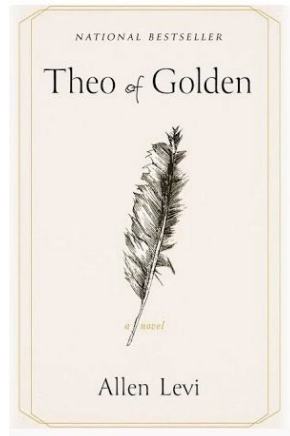


Belonging in Practice

Carey Borkoski, Educational Leadership & Brianne Roos, Speech-Language-Hearing Sciences

THINGS YOU'D FIND ON OUR BOOKSHELVES





SETTING THE STAGE: DESIGNING RELATIONSHIPS

THE SHAPE OF BELONGING: REFLECT & DISCUSS

1 ON YOUR OWN

Reflect on the questions below — just for yourself, nothing to share yet.

2 AT YOUR TABLE

Discuss your responses as a group.

CONSIDER

- *What are the ways you define belonging? What assumptions do you carry about it?*
- *Think of a moment when you knew you belonged. What made that true?*
- *Think of a moment when you did not feel you belonged. What made that true?*

MYTH OR TRUTH?

Thumbs up · down · sideways

Belonging is cultivated relationally — it can't be handed over; it must be experienced.

Nira Yuval-Davis: belonging is shaped by power and relationships, not bestowed by one person.

Representation is necessary but not sufficient — without relational practice, it's just decoration.

Kelly-Ann Allen: belonging in education requires relational practice, not just visibility.

Belonging is fleeting, contextual, and ongoing — you can belong in one setting and not another.

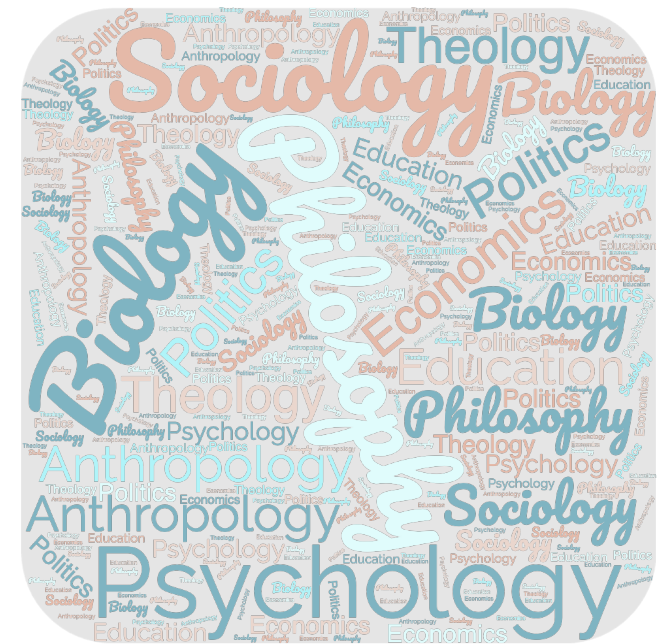
Gregory Walton: belonging is malleable and situational. Baumeister & Leary: the need to belong is fundamental and ongoing.

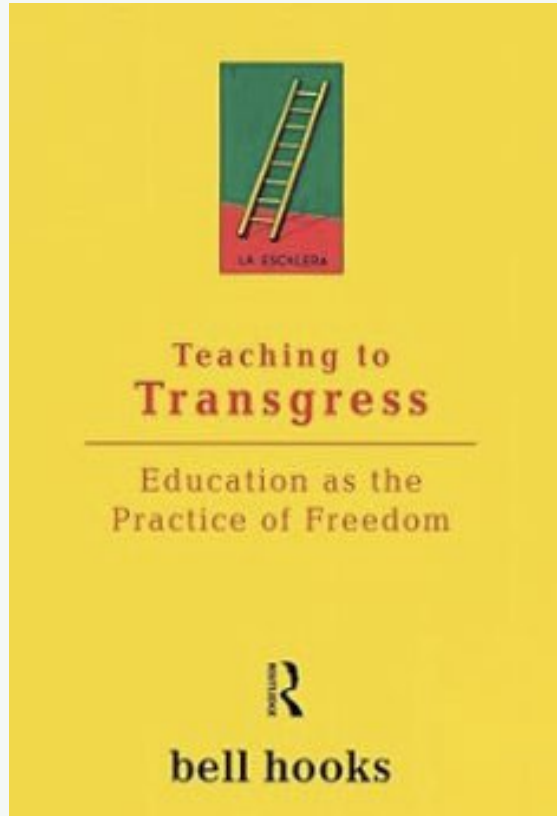
Fitting in requires conformity; belonging requires authenticity.

Brené Brown: fitting in = changing to be accepted; belonging = being accepted as you are.

BELONGING MATTERS

Belonging is a dynamic process of knowing and valuing one's authentic self, being known and valued by others, and growing in the realization that it is never earned but inherent. Belonging depends on context, circumstances, relationships, norms, and expectations (Borkoski & Roos, 2025, p. 41)





“As a classroom community, our capacity to generate excitement is deeply affected by our interest in one another, in hearing one another’s voices, in recognizing one another’s presence.”



— bell hooks

TABLE SCENARIOS: DISCUSSION QUESTIONS

- What's your initial knee-jerk response?
- What information do you already have? Consider emotions, words, gestures, affect, and what is left unsaid as data.
- What assumptions are you making?
- What steps would you take with the student?
- Who else would you consult?
- What questions might you ask this student?
- What is your perspective on the situation? What is a different perspective on this same situation?

Wrap-Up and Debrief

THIS ROOM WAS THE PRACTICE

- Opening check-in prompt
- Shared a little about ourselves
- Design relationship
- Facilitated brief discussion about how we conceptualize belonging
- Small and large group discussion
- Reflection on our learning