

Orchestrating a School-Wide Response
to Linguistic Diversity:
The Critical Role of Administrators

Nancy L. Commins, Ph.D.
Language, Culture and Equity Academy
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A Question for Educators in Linguistically
and Culturally Diverse Schools:

How do we
organize
ourselves and our
resources to
meet the needs
of ALL students?



What Does Research Tell Us?

Successful linguistically and culturally
diverse schools embrace

- Shared Vision for Reform
- Leadership and Advocacy on Behalf of Immigrant Students.
- Comprehensive Planning

Council of Great City Schools (2009)

What Does Research Tell Us?

- Language Development Strategies in All Classes
- Culture of Collaboration and Shared Responsibility
- High Quality Professional Development

Council of Great City Schools (2009)

Turn and Talk

- Read the descriptors on the Handout regarding 'Exemplary Leaders.'
- Think about the implications for your role as an educator.
- Discuss 1 or 2
 - Most important
 - Most difficult to carry out
 - Is anything left out?

Exemplary School Leaders
Marzano, Waters, and McNulty (2005)

- **Are Change Agents** - Willing to challenge the status quo
- **Communicate** - Establish strong lines of communication with and between teachers and students
- **Create a Shared Culture** - Foster shared beliefs and a sense of community and cooperation among staff
- **Are Flexible** - Adapt leadership according to needs and are comfortable with dissent
- **Keep the Focus** - Keep clear goals in the forefront of the school's attention

Exemplary School Leaders

Marzano, Waters, and McNulty (2005)

- **Have Well Defined Ideals/Beliefs** - demonstrate behavior consistent with beliefs
- **Ask for Input** - Involve teachers in important decisions and policies
- **Have Knowledge of Curriculum, Instruction Assessment**
Aware of best practices and take action
- **Are Aware of Relationships** – know about the personal lives of teachers and staff. Rely on face to face relationships
- **Provide Resources** – find materials and organize professional development to help teachers succeed.

In Addition

“Leaders in multicultural settings must also be inter-culturally competent”



Schools Can Make a Difference When Educators...

- Account for the complex interaction of language, culture, and context
- Make decisions based on a sound theoretical framework

(Inter) Cultural Competence

Organize instruction to help students understand and respect themselves and their own culture, as well as the cultures of the broader society.

Planned cross-cultural interactions are an essential component of programs for all students.



Why is Cultural Competence So Important?

- School climate affects students academic performance and their overall success in the society
- If students are to become culturally competent so must leaders
- Teachers must see intercultural competence modeled

Attitudes Count

- Educators' attitudes toward students' families, cultures, and languages shape their instructional approaches
- This can result in very different academic outcomes for students from differing backgrounds.



Living in a Multicultural Society

People from different cultures and countries have different experiences and expectations about schooling.

Language barriers can intimidate new immigrants and prevent them from taking part fully in the opportunities provided.

The sociopolitical context is one of increasing fear of immigrants and continuing racism.

Turn and Talk

“Leaders in multicultural settings must also be inter-culturally competent”

How do you define intercultural competence?

What does this mean to you?

What does it look like?

School Wide Restructuring

- Assumptions
- Organizing Principles
- Targets for Reform
- Decision Making Framework

From Miramontes, Nadeau & Commins (2011)

Restructuring Schools for Linguistic Diversity: Linking Decision Making to Effective Programs
2nd Edition

Teachers College Press

There Is No One Perfect Model

- Make decisions based on the needs of your particular school population
- Develop a plan based on common understandings of learning and language
- Integrate students from diverse linguistic and cultural backgrounds into the total school community

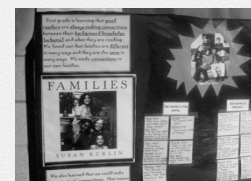


There Is No One Perfect Model

- Conduct a careful analysis of the resources and expertise within the school
- Decision-making involves the total school community.
- Beliefs about learning and potential apply to all students
- The beliefs we hold set the vision for the entire school

Leaders must...

Set aside time for dialogue about what all staff (not just teachers) believe about students, schooling, and the social issues surrounding schools



Some Possible Questions :

- What are our beliefs about emerging bilinguals?
- Do immigrant children have the same rights as citizens to receive an education?
- Do we have the same expectations for immigrant students as we do for native English-speaking students?
- Do immigrant parents have the same expectations for their children as any other parents?

Think For a Moment

- Have you already led these discussion in your setting?
- What was the conversation like?
- What issues came up?
- How have you addressed them?
- If you haven't discussed these issues with your staff, what would happen if you did?

If Important Changes Are To Happen

- Staff members need to express themselves and share ideas
- The goals of the team should be more important than the goals of individuals
- Leaders know this can cause tension and problems
- Conflict resolution must be part of decision-making

Conflict Resolution

- All staff must have access to both *formal and informal means for solving problems*.
- It is important that the resolution of conflicts is linked to the vision that you create for the school.



Turn and Talk

How do you...

- Build trust?
- Respond to potential conflicts of interests or understandings?

Collaborative Leadership: Everyone Has a Role

- Model participatory management skills
- Facilitate team building
- Initiate conflict resolution
- Define consensus
- Build leadership skills in as many people as possible

Collaborative Leadership: Everyone Has a Role

- Focus on students and learning
- Build consensus
- The leader is no longer the “ultimate authority” but must set the example.
- Leadership extends throughout the system
- Everyone participates

School Wide Process for Decision Making

- Goal: The successful achievement and well-being of ALL students
- Includes every aspect of school planning
- Engages all stakeholders (teachers, parents, support personnel)
- Both teachers and leadership are critical to assure successful outcomes for students



Summary

Your role in creating a strong multicultural school environment



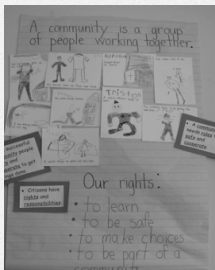
In A Whole School Effort – All Adults...

Participate in decision making

Share instructional responsibilities for all students



Focus on Equity

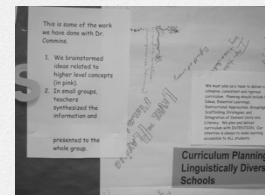


Create a climate where all students believe that they belong in the school and will be able to succeed

Student Centered Planning

Create a plan based on what students need and how they will experience their school day

Rather than the desires of the adults

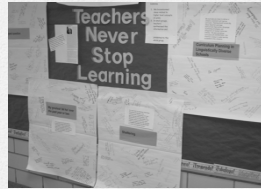


Share Responsibility

Group and regroup students among different adults

Team planning and team teaching

Connect themes, topics, and genres across contexts & languages



Embrace the Community

Value students' home cultures and their primary language. Encourage its use at home.

Reach out and bring the community into the school program.



Final Reflection

What steps can **you** take to lead a linguistically diverse school?

What are the 2 or 3 ideas that most interest you?

Who could you work with to plan for any changes?

What kind of support would you need?

