DEVELOPING LEADERSHIP CAPACITY IN THE CHINESE TEACHING FIELD: A DISCUSSION

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CELIN’s Mission

Support the growth and sustainability of Chinese early language and immersion programs in and outside the United States to ensure that students have opportunities to develop high-level multilingual and intercultural competency for advanced study and work in an interconnected world.
Chinese Early Language and Immersion Network

CELIN at Asia Society

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CULTIVATING TEACHER LEADERS TO ADVANCE THE FIELD OF CHINESE LANGUAGE AND CULTURE EDUCATION

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What “Leaders” do we need in the Chinese teaching field?

Teacher leaders
Mentors/coaches
Administrators
Curriculum/instruction/assessment experts
Materials developers

Content knowledge & pedagogical skills
Administrative & supervisory skills/experiences
Parent and community engagement
Professional background and credential

Chinese & English languages and cultures
Capacity for innovation, leadership and reflection
Why Nurturing Leaders in the Chinese Teaching Field

- The field desperately needs educators who can lead us in order to move forward and grown stronger.

- This Brief addresses the “whys” and the ”hows” of growing leaders for the field.

- Together we unpack the meaning and roles of teacher leadership development and capacity building.
Meet, Greet and Reflect Activity

Invite Participants to Reflect on:

(1) Definitions of Leadership

(2) Perceived need for Leadership Development in the Chinese Teaching Profession

(3) Activity Structure
Meet, Greet and Reflect

“The best gift that we receive from great mentors is not their knowledge or their approach to teaching, but the sense of self they evoke within us.” (Livsey)
Meet, Greet and Reflect Activity

“The ultimate measure of a man is not where he stands in moments of comfort, but where he stands in times of Challenges and controversy.” (Rev. Martin Luther King, Jr.)
Meet, Greet and Reflect Activity

“Leadership should be born out of an understanding of the needs and strengths of those who would be affected by it.” (Marion Anderson)
Meet, Greet and Reflect Activity

“Leadership is taking responsibility for what matters to you.” (Julian Weissglass)
Seven Principles for Harnessing the Concept of Leadership

1. Leaders stimulate intentional and purposeful teaching and learning
   - Intentionality
   - Knowledge, values and beliefs
   - Inclusive contexts
Seven Principles...

2. Leaders lead and influence others by modeling exemplary practices

- Model
- Cultivate
- Probe
Seven Principles...

3. Leaders challenge themselves and others to pursue a vision of excellence

- Shared Agenda
- Trust and Respect
- Commitment
Seven Principles...

4. Leaders build and support the infrastructure for teaching and learning

- Transformative Infrastructure
- Dynamic and responsive
- Sustainable Growth
Seven Principles...

5. Leaders develop a culture of collaboration by building trust and effective communication

- Communication
- Collaboration
- Transparency
Seven Principles...

6. Leaders promote and facilitate continuous growth and improvement

- Stakeholders expertize
- Opportunities for continuous learning
- Culture of nurturing/mentoring growth
Seven Principles...

7. Leaders view development as a continuum of individual and program growth and renewal

- Embrace and manage change (growth mindset)
- Leverage resources
- Recognize, acknowledge and promote leadership qualities
Challenges, Strategies and Solutions

1. Components of effective mentoring/coaching programs
2. My wish list of features of effective teacher programs
3. Role of reflective practice in continuous professional growth of a teacher leader
4. How might professional organizations and networks support my leadership development
5. Existing teacher leadership programs both within and outside Chinese/world language field
6. How can teachers/educators collaborate to advance teacher leadership
7. How can CELIN promote teacher leadership beyond the brief
Introducing a CELIN Teacher Initiative

CELIN TEACHER PROGRAM SURVEY (Chinese Early Language and Immersion Network)

Please respond to this survey to help us collect information about Chinese teacher programs in the United States.

* Required

Program name *
Your answer

University/Institution/Organization affiliation
Your answer

Address (including city, state, zip code) *
Your answer

Program URL
Your answer

Contact person (name and title) *
Your answer

Email address *
Your answer

Preferred phone number
Your answer

Program details: please select all that applies.

Doctoral degree offered? *
- Yes
- No

Master’s degree offered? *
- Yes
- No

Teacher certification program offered? *
- Yes
- No

Year of program establishment *
Your answer

How many students are enrolled currently?
Your answer

Thank you for your participation! Please contact CELIN @ ting.celin@gmail.com should you have any questions or suggestions.
Student Program Directory

Directory of Programs

CELIN's Online Directory of Chinese Early Language and Immersion Programs Across the U.S.

Be counted! Add your Chinese early language or immersion program to the directory. (iStock)

http://asiasociety.org/chinese-language-initiatives/celin-directory-programs
Chinese Early Language and Immersion Network

CELIN @ Asia Society

As part of Asia Society’s ongoing work to promote the development of Chinese in U.S. schools, we are pleased to announce the establishment of the Chinese Early Language and Immersion Network at Asia Society (CELIN @ Asia Society).
Increasing Enrollment, Funding, and Satisfaction
Key Findings from our Evaluation of Asia Society’s Confucius Classrooms Network

Since 2009, Asia Society’s China Learning Initiatives has been building and supporting a network of 100 Confucius Classrooms in K-12 schools in 28 states throughout the United States. During the 2016–17 school year, we conducted an evaluation to determine the effectiveness of the network’s collective efforts. Some of these findings may be of interest to the Chinese language field at large, and the full report will be released later this year. Meanwhile, we’ve compiled highlights with teachers and program administrators in mind.
Resources for Educators

From the Chinese Early Language and Immersion Network (CELIN)

On this page you'll find links to research and resources for educators interested in early and immersion Chinese language education. This is an ongoing effort, and we welcome your contributions and feedback.

RESOURCE

Assessment

Experts in the field of Chinese language education answer questions about assessment.
Program Profiles

The Chinese Early Language and Immersion Network (CELIN)

Profiles of specific early language and immersion programs.

FEATURED PROGRAMS

**Utah Chinese Dual Language Immersion Program**

The Utah Chinese Dual Language Immersion Program is in place in the following 12 districts across the state of Utah.

**Barnard Asian Pacific Language Academy**

Barnard Asian Pacific Language Academy, located in beautiful San Diego, California, is the only public school in the San Diego Unified School District that offers Mandarin immersion.

**Caesar Rodney School District**

Located in the suburbs outside of the Delaware state capital, the Caesar Rodney School District is home to Delaware’s first Chinese immersion program, with almost 300 students in grades K-2 in 2015.

[http://asiasociety.org/china-learning-initiatives/program-profiles](http://asiasociety.org/china-learning-initiatives/program-profiles)
Q & A

Suggestions for what CELIN can do for teacher initiatives?
谢谢！Thank you!

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