Fostering Leadership Development in the Chinese Teaching Field

Robin E. Harvey, Clinical Assistant Professor; Director, Project Developing Chinese Language Teachers, New York University

Duarte M. Silva, Executive Director Emeritus
Stanford Graduate School of Education

Yuezhou Jin, New Utrecht High School
Brooklyn, NY

National Chinese Language Conference ‘19 San Diego
May 10, 2019
Session Overview

• Welcome/Introductions, CELIN’s Mission/Resources (Joy Kreeft Peyton)

• Activity Relating Brief’s Principles to Culturally Responsible Leadership (Duarte Silva)

• Overview of Brief: Model, Key Concepts, Practice, Reflection (Robin Harvey)

• Leadership Development in Action: New Utrecht High School, Brooklyn, NY (Yuezhou Jin)

• Closing Remarks/Questions/Discussion (Joy Kreeft Peyton)
Cultivating Teacher Leaders to Advance the Field of Chinese Language and Culture Education

AUTHORS
Robin E. Harvey, Clinical Assistant Professor, New York University
Duarte M. Silva, Executive Director, California World Language Project, Stanford University

CELIN BRIEF SERIES EDITORS
Shuhan C. Wang, Ph.D. Project Director, CELIN
Joy K. Peyton, Ph.D. Senior Project Associate, CELIN

CITATION

Find this and other CELIN Briefs Online:

https://asiasociety.org/china-learning-initiatives/CELIN-briefs-chinese-language-learning-and-teaching
Reflecting on Principles of Culturally Responsive Leadership

Activity:

• Select a Chinese character from the “Spirit of the Chinese Character” collection that speaks to your own notion of leadership
• Reflect on the key Chinese cultural/leadership characteristics as you listen to the presentation on the Principles of Leadership
• Based on Your Reflection, place your card on the Culturally Responsive Leadership Principles posted around the room
• Meet other members of the group and reveal why your character relates to the Principle
• Share highlights of the group’s Insights
Seven Principles of Culturally Responsive Leadership

1. Leaders stimulate intentional and purposeful teaching and learning
   - Cultivate common frame of reference of knowledge, values and beliefs
   - Discover and maximize strengths of self and others
   - Set goals and plan for reaching them
Seven Principles

2. Leaders lead and influence others by modeling exemplary practices

- Actions exemplify thoughts and practices
- Attend to cultural ways of participating and leading
- Activate teams individual and collective strength
Seven Principles

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

- Shared agenda and vision based on high standards
- Develops trust among team members
- Instills belief in self-efficacy by reducing their fear of failure, instilling confidence
Seven Principles

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

- Identify & develop goals and master plans,
- Transform infrastructure to be dynamic and inclusive of a variety of voices
- Leads to transformation of learning contexts and practices for the learners.
Seven Principles

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

- Listen, promote, and honor diverse ideas
- Recognizes others’ modes of expression (cultural frames of reference, language differences)
- Reframe a future that embraces innovation in teaching and learning Chinese language and culture.
Seven Principles

6. Leaders promote and facilitate continuous growth and improvement

- Recognize and value stakeholders expertise at all levels of learning and experience
- Provide opportunities for continuous learning
- Create a culture of nurturing & mentoring
Seven Principles

7. Leaders view development as a continuum of individual and program growth and renewal
   - Recognize, acknowledge and promote leadership qualities
   - Support teachers in developing career trajectories
   - Develop potential as emerging leaders
What “Leaders” do we need in the Chinese teaching field?

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

- Administrative & supervisory skills/experiences
- Parent and community engagement
- Content knowledge & pedagogical skills
- Professional background and credential
- Chinese & English languages and cultures
- Capacity for innovation, leadership and reflection
FOSTERING LEADERSHIP DEVELOPMENT IN THE CHINESE TEACHING FIELD

Yuezhou Jin
New Utrecht High School
The mission of New Utrecht High school is to hold our students to the highest standards and to educate all students to their maximum potential. To reach this end, we will offer a full academic program designed to meet and exceed new State standards. The thrust of our efforts will involve a continued rigorous program of staff development, enrichment of all student programs and a meaningful partnership.
New Utrecht High School

- Supportive
- Diverse
- Open
- Culturally Responsive
Chinese Program Overview

Numbers of Chinese Teachers: 5
Levels of Chinese classes: 10
Chinese AP Classes: 2

Classes for each Teacher: 5
Numbers of Students for each teacher: Avg 120+
General Passing Rate: 90%
What I believe

“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)
1. Leaders Stimulate intentional and purposeful teaching and learning

- Interdisciplinary Collaboration
- Biliteracy & Bilingualism
- Asian Studies Program
- Enrichment Activities
TRIP TO JAPAN
2. Leaders lead and influence others by modeling exemplary practices
  - Model
  - Cultivate
  - Probe

3. Leaders build and support the infrastructure for teaching and learning
  - Transformative Infrastructure
  - Dynamic and responsive
  - Sustainable Growth
“ROCK THAT MOVIE” GRAND PRIZE
“4. Leaders promote and facilitate continuous growth and improvement”

CELIN Seven Principles of Leadership
5. Leaders develop a culture of collaboration by building trust and effective communication

- Communication
- Collaboration
- Transparency
INTERNATIONAL YOUTH CAMP IN SHANGHAI
6. Leaders challenge themselves and others to pursue a vision of excellence

- Shared Agenda
- Trust and Respect
- Commitment
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
“TEACHER OF THE YEAR”
Cultivating Teacher Leaders
(Harvey & Silva, 2018)

The sustainability and expansion of the Chinese language field depends on a strong cadre of education leaders to inspire more students to learn and more teachers to teach. There is a leadership role to suit every educator.

It is important to encourage Chinese educators and give them opportunities to “step-up” to leadership roles that maximize their knowledge, skills, and talents and recognize and accommodate sociocultural differences in their approaches to leadership and bridge gaps in understanding the various paths to leadership.
"Education is not preparation for life; education is life itself." — John Dewey

“Leadership is not about being in charge; Leadership is about taking care of those in your charge” — Simon Sinek

Thank You!