

Fostering Leadership Development in the Chinese Teaching Field

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**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

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Harvey, R.E., & Silva, D. M. (2018). Cultivating Teacher Leaders to Advance the Field of Chinese Language and Culture Education. In S.C. Wang & J.K. Peyton (Eds.), *CELIN Briefs Series*. New York, NY: Asia Society.

CELIN Briefs are developed by the Chinese Early Language and Immersion Network, under the China Learning Initiatives at Asia Society.

Introduction

The field of Chinese language and culture teaching and learning is both emerging and maturing in the United States. In the past ten years, new programs, including Chinese early language immersion programs, have been established and continue to grow at an unprecedented rate (American Academy of Arts and Sciences, 2016; Wang, 2012a, 2012b). Language education in many school districts and in public, private, and charter schools has focused primarily on European languages and on the development of administrators and teachers who can take on leadership roles in these languages. As the Chinese language field moves beyond initial establishment and growth stages, we are approaching an era that calls for administrators and teacher leaders who can address the specific and unique features of Chinese language, literacy, and culture, in addition to issues related to program articulation, refinement, sustainability, and teacher preparation and development.

As a relatively new language on the education landscape in the United States, the Chinese language field also must increase its visibility in the world language community; communicate its unique challenges, priorities, and goals to the profession at large; and integrate and sustain Chinese programs as an integral component of world language and general education. A first potential step in this direction is to cultivate a cadre of leaders who possess the

academic background, pedagogical content knowledge, and professional dispositions and experiences necessary to support, expand, and sustain strong Chinese language programs.

This Brief focuses on developing education leaders, administrators, and teacher leaders for the Chinese language field. It outlines a vision and suggests strategies for how educators in Chinese language and culture programs can be equipped to assume leadership roles in the profession. The audience includes Chinese language educators, teacher preparation programs, and other organizations that work to prepare these leaders. Program or district decision makers will also find this Brief useful in instituting and nurturing a system of leadership development for Chinese language educators.

Leaders Needed in the Chinese Teaching Profession

The expansion of Chinese language and culture programs across the nation, as well as the goal of continuous professional growth and quality of existing educators and programs, calls for a range of leadership roles to support the profession overtime.

Find this and other
CELIN Briefs
Online:

[https://asiasociety.org/
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initiatives/celin-briefs-
chinese-language-
learning-and-teaching](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

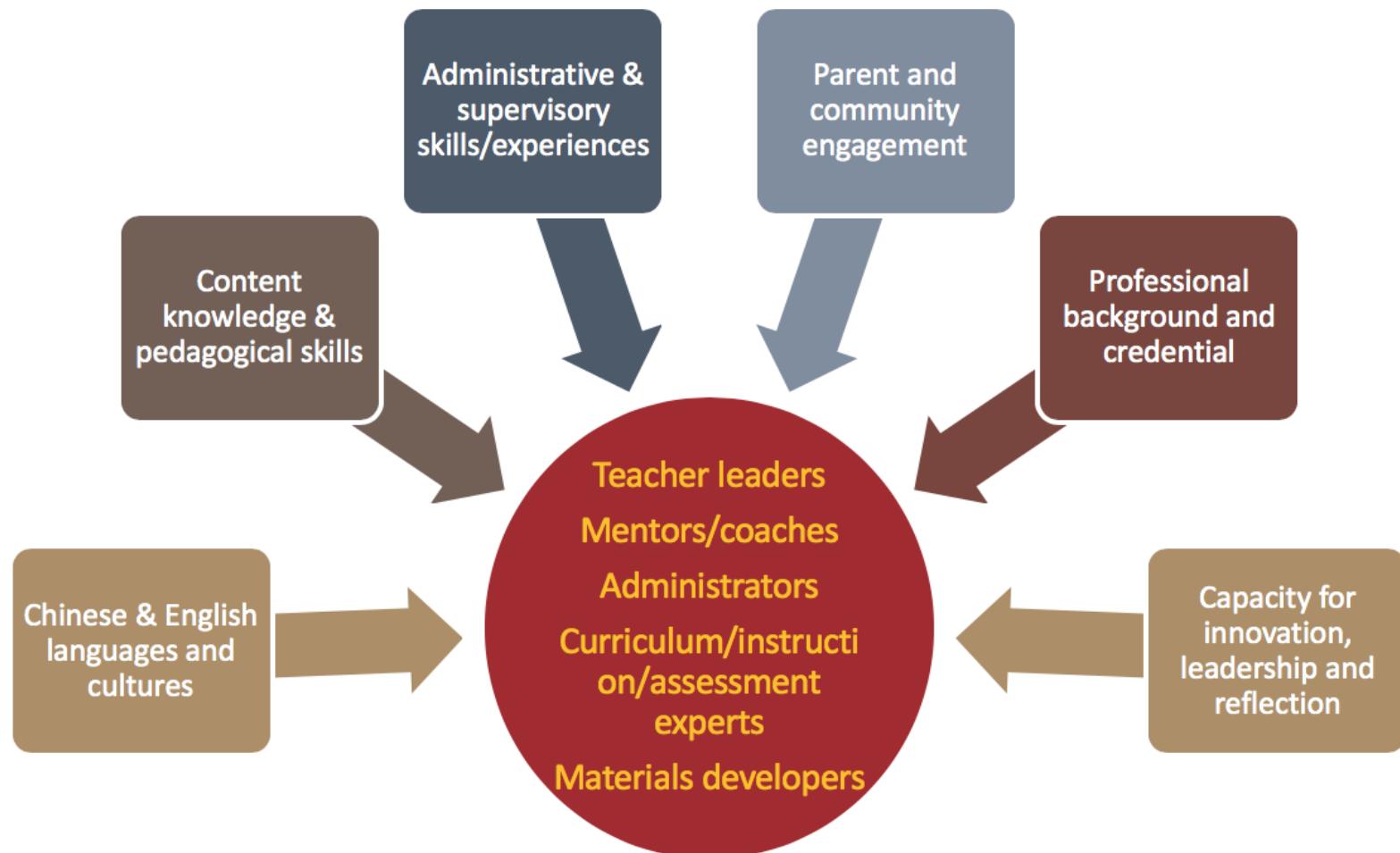
- Recognize and value stakeholders expertise at all levels of learning and experience
- Provide opportunities for continuous learning
- Create a culture of nurturing & mentoring

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?



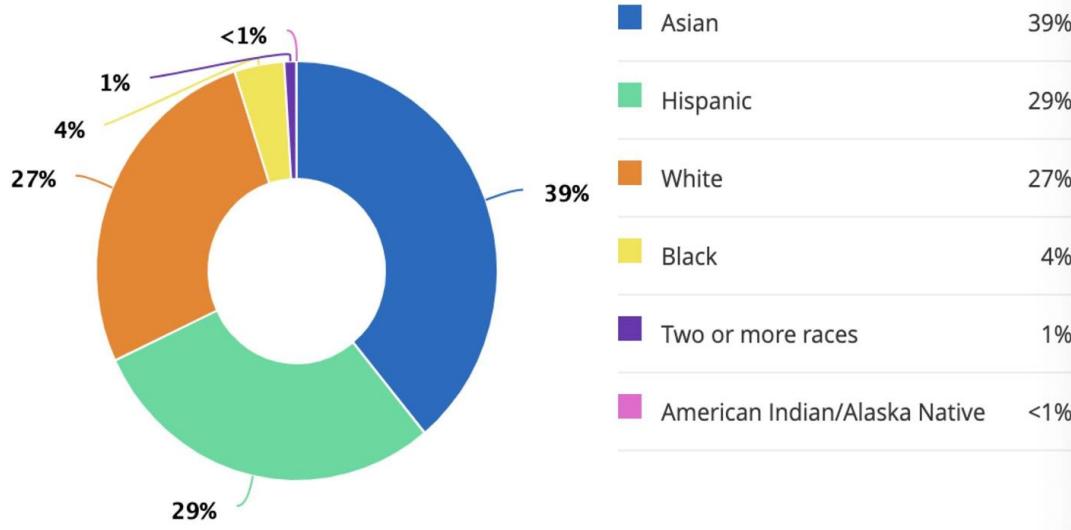
FOSTERING LEADERSHIP DEVELOPMENT IN THE CHINESE TEACHING FIELD



**Yuezhou Jin
New Utrecht High School**



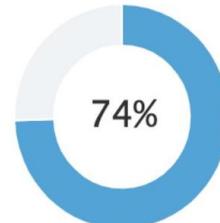
New Utrecht High School



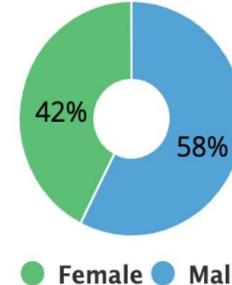
Students learning English ?



Students from low-income families ?

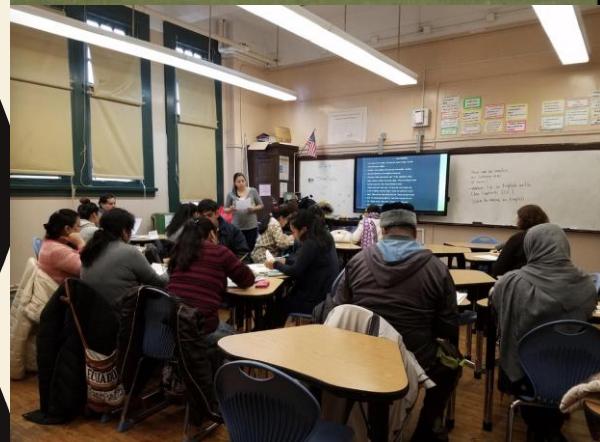


Gender



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 a

NJ New Utrecht High School



New Utrecht High School
@NewUtrechtHS

Brooklyn, NY
newutrechthighschoolnyc.com

Joined February 2018

59 Photos and videos



- Supportive
- Diverse
- Open
- Culturally Responsive

Tweets Following Followers Likes
206 43 223 308

Tweets Tweets & replies Media

13 New Utrecht High School Retweeted

Jack Chan @jackpcchan · 5h

Absolutely loving it!! We made it into this week's moment! Yay! 🎉
@NewUtrechtHS @GoldfarbMaureen @SuprPrayer @NYCSchools @NYCSCSS



It's #CivicsWeek | April 8-12, 2019

NYC Public Schools @NYCScho...
For the first time, New York City schools are dedicating a full week to celebrating youth voice, the importance of registering to vote, and civic empowerment.



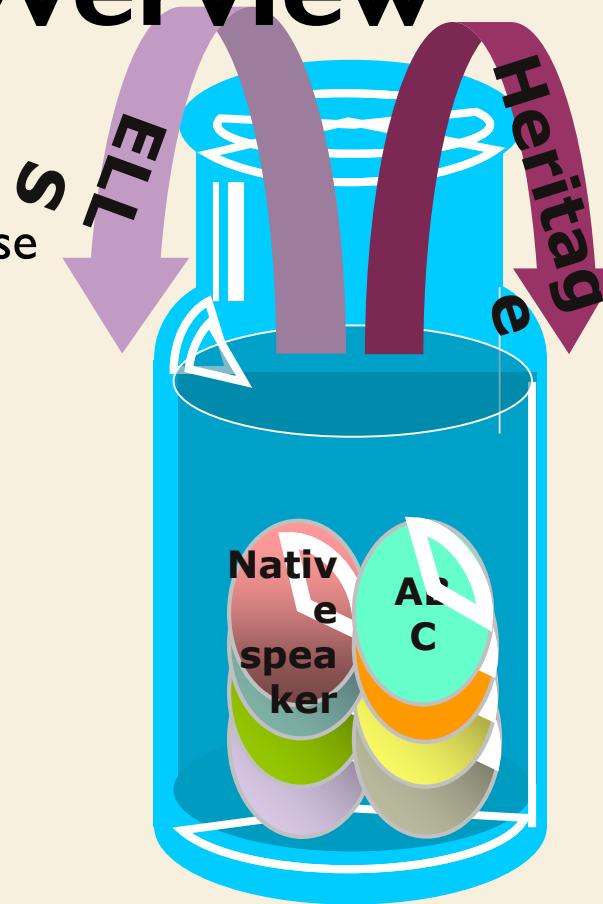


Chinese Program Overview

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)



New Utrecht High School

I. Leaders Stimulate intentional and purposeful teaching and learning

Biliteracy &
Bilingualism



TRIP TO JAPAN





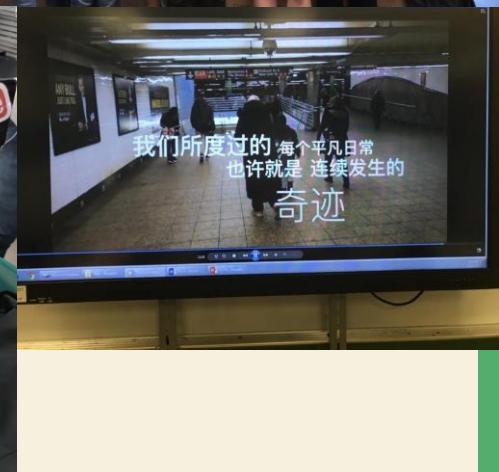
2. Leaders lead and influence others by modeling exemplary practices

- Model
- Cultivate
- Probe

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

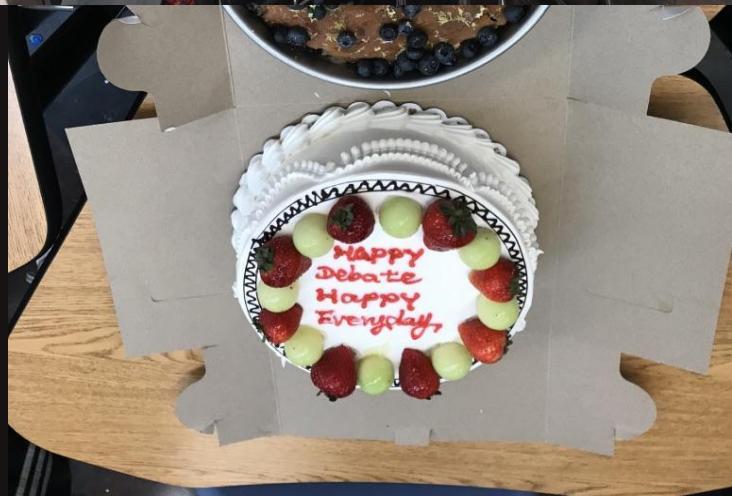
- Transformative Infrastructure
- Dynamic and responsive
- Sustainable Growth

"ROCK THAT MOVIE" GRAND PRIZE



DEBATE CLUB

COLLEGE AWARENESS DAY



“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**

CHINESE NEW YEAR SHOW



Say something

@ 😊



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!