

## ANALYSIS OF CULTURALLY RESPONSIVE PRACTICES IN IRISH SCHOOLS

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### 1 Introduction and Background

The theory of Culturally Responsive Leadership suggests that school leaders need to be aware of the increasing cultural and lingual diversity in schools and to put in place mechanisms that ensure equitable educational provision for every student. However, ensuring equity of participation for all students involves significant challenges for school leaders and other members of the school community (see, for example, Ladson-Billing, 2007; English et al. 2012; Lopez, 2015; Khalifa et al. 2016; Gay, 2018; Khalifa, 2020). One of the most significant challenges according to Bustamante et al. (2009) relates to school leaders and teachers' lack of capacity to organise learning for the diverse student body which leads to several others. Other challenges for equity of participation also emerge. According to Khalifa (2020), Bustamante et al. (2009) among others, school leaders personal bias and the community they work with can promote a deficit view of marginalised, minority students which can result in the low self-esteem of students and ultimately contribute to poor achievement standards (Brown, 2007). Notwithstanding localised issues that emerge, School leaders' in some centralised education systems such as Ireland have a limited say in developing or modifying existing curriculum and assessment practices that have the potential to be provide more equitable opportunities to all students regardless of their cultural background.

To meet these challenges and as part of a three-year Erasmus+ funded project entitled Culturally Responsive Leadership and Evaluation in Schools (CReLES); this project that includes Higher Education Institutions in Austria, Ireland, Russia and Spain, aims to develop evaluation frameworks, supports (presented as a toolkit) and remote training programmes for school leaders in the area of Culturally Responsive Leadership. The first phase of CReLES that forms the basis for this report includes an exploratory survey and analysis of the extent to which schools currently engage in Culturally Responsive Leadership, the challenges they have encountered, and the leadership supports that are required. This phase of the study is divided into three stages.

**Stage 1** consisted of a review of culturally responsive practices in schools to ascertain the challenges faced by school leaders and the supports needed in developing multicultural environments learning environments (Brown *et al.* 2020). Within this, CRELES partners developed and subsequently piloted the survey. The survey consists of four sections.

- **Section one** of the survey was for the purpose of providing an outline profile of schools.
- **Section two** of the survey was for the purpose of providing an outline profile of school leaders.
- **Section three** of the survey was for the purpose of exploring existing culturally responsive practices in schools.
- **Section four** of the survey was for the purpose of exploring the challenges and supports for culturally responsive practices in schools.

**Stage 2** of this phase of the study required each partner country to provide a descriptive analysis of the feedback from schools in their education systems.

Finally, **stage 3**, using parametric and non-parametric statistical techniques, provides a comparative analysis of the findings will be carried out using the data sets from each partner countries.

This report presents a descriptive analysis of results derived from stage 2 of the Irish data set. However, it must be noted that despite three rounds of requests, the survey completion response rate has been unusually low in comparison to previous national surveys. Plausible explanations given for the low response rate relate to the fact that surveys were sent to schools during the pandemic; a time when most school principals were working remotely and/or had extra pressures due to the pandemic. Nonetheless, given the low response rate, caution should be taken when inferences are made relating to the entire population of Irish schools. The next section of the report provides a descriptive analysis of closed and open-ended responses and is divided into four sections: (1) *School sample characteristics*; (2) *School Leaders sample characteristics*; (3) *Leadership in Diverse Environments*; and (4) *Challenges and Supports*. Within each section, survey responses are initially described.

## 2. School sample characteristics

This section of the report presents the school sample characteristics. The first subsection describes the school location, type, student and staff number and the like. The second subsection describes the % composition of student population attending schools with regards to Special Educational Needs (SEN), socio-economically disadvantaged background or migrant background and the strategies that schools use for the integration of migration background students.

### 2.1 School characteristics

As can be seen from **Table 1**, the majority of participants who responded to the survey are from towns or cities (Table 1) which is consistent with the population of post-primary schools in Ireland as described in the Department of Education School Lists 2019/2020 (Department of Education, 2020).

<b>Question</b>	<b>Answer Choices</b>	<b>%</b>	<b>Count</b>
<i>Which best describes your school's location?</i>	A Village, Hamlet or Rural area (up to 3,000 people)	16.00%	12
	Small town (3,001 to 15,000 people)	26.67%	20
	Town (15,001 to 100,000 people)	38.67%	29
	City (100,001 to 1,000,000 people)	8.00%	6
	Large city (more than 1,000,000 people)	10.67%	8

**Table 1:** School Location

**Table 2** reveals that almost 85% of respondents work in non-fee-paying Publicly managed schools which is also consistent with the Department of Education School Lists 2019/2020 (Department of Education, 2020).

<b>Question</b>	<b>Answer Choices</b>	<b>%</b>	<b>Count</b>
<i>Is your school a post-primary fee paying school?</i>	Yes	14.67%	11
	No	85.33%	64

**Table 2:** School Type

**Table 3** reveals that a significant majority (< 81%) of schools are in the areas where there are two or more schools that compete for students. This is further corroborated through the information presented in table 1 where most of the respondents are from towns and urban areas.

<b>Question</b>	<b>Answer Choices</b>	<b>%</b>	<b>Count</b>
<i>Which of the following statements best describes the schooling available to students in your location?</i>	There are two or more other schools in this area that compete for our students.	81.33%	61
	There is one other school in this area that competes for our students.	10.67%	8
	There are no other schools in this area that compete for our students.	8.00%	6

**Table 3:** Number of competitor schools in the student catchment areas

As can be seen in **Table 4**, a significant number of schools (17.33% + 56.00%) that responded to the survey have student numbers ranging between 501-1500 while the percentage of schools larger or smaller than these is very small. Almost 23% of schools have student numbers ranging between 100 and 500.

<b>Question</b>	<b>Answer Choices</b>	<b>%</b>	<b>Count</b>
<i>Approximately how many students attend your school?</i>	1501 or more	4.00%	3
	1001- 1500	17.33%	13
	501 - 1000	56.00%	42
	100 - 500	22.67%	17
	99 or less	0.00%	0

**Table 4:** School Size

**Table 5** reveals that most of the post-primary schools have both age groups (as mentioned in the questionnaire) and only a small % caters exclusively for 16-18 year olds.

<b>Question</b>	<b>Answer Choices</b>	<b>%</b>	<b>Count</b>
<i>What age group/groups does your school cater to?</i>	16 – 18 years	50.77%	66
	12 – 16 years	49.23%	64

**Table 5:** School Type

**Table 5a** shows that 48% of the schools who completed the survey were voluntary secondary schools (Non-DEIS<sup>1</sup>). Almost 65.33% of respondents were Non-DEIS schools in all four categories (Voluntary, ETB, Community/Comprehensive and Educate Together).

<b>Question</b>	<b>Answer Choices</b>	<b>%</b>	<b>Count</b>
<i>Is your school a...</i>	Voluntary secondary school (DEIS)	13.33%	10
	Voluntary secondary school (Non-DEIS)	48.00%	36
	ETB school (DEIS)	8.00%	6
	ETB School (Non-DEIS)	5.33%	4
	Community / comprehensive school (DEIS)	13.33%	10
	Community / comprehensive school (Non-DEIS)	9.33%	7
	Educate Together school (DEIS)	0.00%	0

<sup>1</sup> DEIS (Delivering Equality of Opportunity in Schools) is a Department of Education and Skills (DES) initiative that provides extra supports to schools that have a high proportion of educationally disadvantaged students.

	Educate Together school (Non-DEIS)	2.67%	2
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**Table 5a:** School Type

**Table 6** shows the general pattern of staff composition. The mean values in all four categories of staff correspond with the information in Table 4.

<i>Question</i>		<i>Mean</i>	<i>Median</i>	<i>Mode</i>
Please indicate the approximate number of full time equivalent staff working in your school in each type of position mentioned.	Teachers	46.5	47	multi
	Support Staff	10	5.5	3
	School Administrative Personnel	3.5	2	2
	School Management Personnel	5.5	3	2
	Other staff	6.8	3	2

**Table 6:** Number of various staff in schools

## 2.2 Student Population Composition and Integration Strategies

**Table 7** shows that a significant majority (< 80%) of schools that responded to the survey have a student population of between 1% and 10% whose language is different from the language of instruction. Likewise, a majority (64%) of schools have a student population of between 1% to 10% of students from migration background who are refugees.

<i>Question</i>	<i>Theme</i>	<b>None</b>		<b>1% to 10%</b>		<b>11% to 30%</b>		<b>31% to 60%</b>		<b>More than 60%</b>	
		<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>
<i>Please estimate the broad percentage of students in your school who have these characteristics</i>	Students whose first language is different from the language(s) of instruction	2.67	2	80.00	60	14.67	11	2.67	2	0.00	0
	Students with special needs	1.33	1	46.6	35	40.00	30	9.33	7	2.67	2
	Students from socio economically disadvantaged homes	0.00	0	45.33	34	38.67	29	10.67	8	5.33	4
	Students who are immigrants or with migrant background	0.00	0	70.67	53	21.33	16	8.00	6	0.00	0
	Students who are refugees	32.43	24	64.86	48	2.70	2	0.00	0	0.00	0

**Table 7:** % of student population with migration background, SEN, socio-economically disadvantaged background, refugees and whose language is different from the language of instruction

**Table 8** reveals that a majority (64%) of schools place students in mainstream classes immediately after their admission and approximately 13% of students spend some time in special language immersion classes and some in the mainstream classes (sports, music, drama, art, etc.) until they learn the language of instruction. With no surprise based on the proceeding figures, only 1% of migrant students have separate classes altogether.

<b>Question</b>	<b>Answer Choices</b>	<b>%</b>	<b>Count</b>
<i>Which of the following arrangement describes migrant students' (a refugee, immigrant student, and students with a migrant background) integration in your school?</i>	Migrant students are placed in mainstream classes immediately after their admission	64.38%	47
	Migrant students spend some time in special language immersion classes and some in the mainstream classes (sports, music, drama, art, etc.) until they learn the language of instruction	12.33%	9
	Migrant students have separate classes altogether	1.37%	1
	Other arrangements	21.92%	16

**Table 8:** Arrangements for integrating students with a migration backgrounds in schools

## 2.2 Profile of School Leaders

This section of the survey presents the profile of the school leaders who participated in the study.

**Table 9** reveals that there was a gender balance between those school principals who responded to this question.

<b>Question</b>	<b>Answer Choices</b>	<b>%</b>	<b>Count</b>
<i>Are you female or male?</i>	Female	52.17	36
	Male	47.83	33
	No answer	0.00	0

**Table 9:** School Leaders' Gender

**Table 10** shows that the mean and median ages are almost the same and most of the principals are in their 50s (reference mode).

<b>Question</b>	<b>Mean Age</b>	<b>Median</b>	<b>Mode</b>	<b>Minimum</b>	<b>Maximum</b>
How old are you?	51.8 years	52 years	50, 52 & 53 years	23 years	63 years

**Table 10:** School leaders' Age

As shown in **Table 11**, the majority of school principals (65%) have a Master degree. Among other educational qualification mentioned are Postgraduate Diplomas in Guidance and Counselling, Leadership and Coaching, Education and the Law, Conflict Intervention, Education and Management and Diplomas in Education.

<b>Question</b>	<b>Answer Choices</b>	<b>%</b>	<b>Count</b>
<i>What is the highest level of formal education that you have completed?</i>	Bachelors Degree or at least three years of university education after high school	8.33	6
	Masters Degree or at least five years of university education after high school	65.29	47
	Doctorate	4.17	3
	Any other university/higher education qualification (Please specify)	22.22	16

**Table 11:** School Leaders' Qualification

As can be seen from **Table 12**, the mean and median values of the principals' experience in the management role are 12.2 and 9 years respectively, while the mean and median values of their experience as teachers is between 24.5 and 25.5 years. The mode for both of these variables is 11 and 20 years.

<b>Question</b>		<b>Mean</b>	<b>Median</b>	<b>Mode</b>	<b>Minimum</b>	<b>Maximum</b>
How many years of experience do you have?	Experience as a principal	12.2	9	11	0.5	37
	Experience as a teacher	24.5	25.5	20	9	40

**Table 12:** School Principals' management and teaching experience

### 3.0 School Leaders' Preparation for Cultural Responsivity

This section focuses on assessing the professional competence of principals with regards to cultural responsiveness. The first subsection presents the various school leadership preparation/training programmes that are available and the extent that principals have availed of these opportunities. This subsection also explores if principals have recently been engaged in professional development activities. The second subsection describes the level of principals' professional development needs in a range of professional areas related to school leadership and the barriers to their participation in courses specifically focused on culturally responsive leadership practices in schools. Finally, the third subsection describes principals' beliefs in relation to culturally diverse school environments.

#### 3.1. Professional Development Opportunities for School Leaders

A sizeable proportion of school principals (54.24% and 51.24%) stated that they have received training in school administration and instructional leadership whereas the majority of principals (76.00%) stated that no training has been given on culturally responsive leadership.

		<i>Training Provided</i>				<i>When the Training took place</i>			
		Yes		No		Before taking up a position as principal		After taking up a position as principal	
<i>Question</i>	<i>Theme</i>	%	Count	%	Count	%	Count	%	Count
<i>Did the formal education you completed or In-service training/short course/workshops you attended include the following and, if yes, was this before or after you took up a position as principal?</i>	School administration or principal training programme or course	54.24	64	3.39	4	15.25	18	27.12	32
	Instructional leadership training or course	51.24	62	4.96	6	21.49	26	22.31	27
	Culturally responsive leadership training or course	10.67	8	76.00	57	9.33	7	4.00	3

**Table 13:** Information about Principals' training in School administration, Instructional Leadership and Culturally responsive leadership and the timing of the training

In response to items related to the professional development activities that principals have attended recently (Table 14), a majority of principals (<80%) agreed having attended seminars about leadership, participated in a network of school principals and read the professional literature. On the other hand, many (60.56 – 87.32%) principals acknowledged not having received any formal qualification, training in leadership under the conditions of cultural diversity, attended conference about educational issues related to cultural diversity or peer observation and coaching during the last twelve months.

Question	Theme	Yes		No	
		%	Count	%	Count
<i>During the last 12 months, did you participate in any of the following professional development activities aimed at you as a principal?</i>	Courses/seminars about leadership	84.72	61	15.28	11
	Courses/seminars about leadership under the conditions of cultural diversity	26.76	19	73.24	52
	Education conferences where teachers, principals and/or researchers present their research or discuss educational issues that specifically relate to cultural diversity	39.44	28	60.56	43
	Formal qualification programme (e.g. a degree programme)	12.68	9	87.32	62
	Peer and/or self-observation and coaching as part of a formal arrangement	28.57	20	71.43	50
	Participation in a network of principals formed specifically for the professional development of principals	82.86	58	17.14	12
	Reading professional literature	80.28	57	19.72	14
	Other Professional Development Opportunities: Please elaborate in the space below.	20.51	8	79.49	31

**Table 14:** Participation in professional development activities

### 3.2 School Leaders' professional development needs and barriers to participation

**Table 15** shows that for all fourteen professional development needs the maximum responses can be seen in the 'Moderate level of need' column and the percentage of responses ranges between 65.71% and 42.86%. Concomitantly, the six areas that are exclusively focused on cultural responsiveness, the percentage of responses in 'Moderate level of need' and 'High level of need' range between 84.29% (*Designing professional development for/with teachers to enhance teaching and learning for students from a migration background*) and 72.86% (*Designing school curriculum for the inclusion of students from migration backgrounds*).



Question	Theme	No need at present		Low level of need		Moderate level of need		High level of need	
		%	Count	%	Count	%	Count	%	Count
<i>For each of the areas listed below, please indicate the extent to which you currently need professional development</i>	New developments in leadership	9.86	7	26.76	19	61.97	44	1.41	1
	New developments in culturally and linguistically diverse school leadership	1.41	1	15.49	11	52.11	37	30.99	22
	Managing classes with multilingual/multicultural students	4.29	3	17.14	12	42.86	30	35.71	25
	Current national /local policies that specifically relate to multicultural and multilingual education	4.29	3	12.86	9	65.71	46	17.14	12
	Using data for tracking progress of migrant students	7.14	5	17.14	12	48.57	34	27.14	19
	Designing the school curriculum	10.14	7	37.68	26	49.28	34	2.90	2
	Designing the school curriculum for the inclusion of students from migrant backgrounds	10.00	7	17.14	12	61.43	43	11.43	8
	Designing professional development for/with teachers	5.71	4	30.00	21	57.14	40	7.14	5
	Designing professional development for/with teachers to enhance teaching and learning with students from a migration background	2.86	2	12.86	9	61.43	43	22.86	16
	Observing classroom instruction	8.57	6	25.71	18	52.86	37	12.86	9
	Providing effective feedback	4.29	3	28.57	20	55.71	39	11.43	8
	Promoting equity and diversity	5.71	4	28.57	20	54.29	38	11.43	8
	Developing collaboration among teachers	10.29	7	22.06	15	57.35	39	10.29	7
Recruitment and retention of staff	15.71	11	31.43	22	45.71	32	7.14	5	

**Table 15:** Professional development needs

**Table 16** presents the barriers to participation in professional development courses as perceived by the principals. No barrier emerges as a common stumbling block for non-participation. Three types of barriers that have received some sizeable percentages are work schedule (53.52%), unavailability of relevant professional development (45.71%) and family responsibilities (30.00%). A significant number of principals (< 60%) acknowledged that professional development is not expensive and they do not

lack employer's support. Finally, there are almost equal responses in favour of (15.17% + 40.28%) and against (31.43% + 22.00%) availability of incentives for participating in professional development.

Question	Theme	Strongly disagree		Disagree		Agree		Strongly agree	
		%	Count	%	Count	%	Count	%	Count
<i>How strongly do you agree or disagree that the following present barriers to your participation in professional development courses that are specifically designed to enhance culturally responsive leadership practices in schools?</i>	I do not have the prerequisites (e.g. qualifications, experience, seniority)	36.62	26	52.11	37	11.27	8	0.00	0
	Professional development is too expensive	16.9	12	69.01	49	12.68	9	1.41	1
	There is a lack of employer support	21.43	15	65.71	46	11.43	8	1.43	1
	Professional development conflicts with my work schedule	11.27	8	5.63	4	29.58	21	53.52	38
	I do not have time because of family responsibilities	15.71	11	27.14	19	27.14	19	30.00	21
	There is no relevant professional development offered	8.57	6	25.71	18	20	14	45.71	32
	There are no incentives for participating in professional development	15.71	11	40.00	28	31.43	22	12.86	9
	I don't think it is important for my school	54.29	38	38.57	27	4.29	3	2.86	2

**Table 16:** Barriers to participation in professional development

### 3.3 School Leaders' beliefs and readiness for cultural responsiveness

As can be seen from **Table 17**, in most of the responses, principals have expressed positive approaches towards cultural diversity and learning of students from diverse cultural and ethnic backgrounds. For example, all principals who responded agree or strongly agree that *'for achieving school's goals it is important for the school to evaluate its practices to meet the needs of students from different cultural backgrounds'*. A similar level of response can also be seen for the following three statements: *It is important for students to learn that people from other cultures can have different values (98.58% agree and strongly agree); it is beneficial for the academic success of students from diverse backgrounds when schools regard their cultural differences (98.57% agree and strongly agree); and it is best for school cohesion when a school encourages linguistic diversity (81.16% agree and strongly agree).*

A similar pattern emerges from the data in **Table 19** as is observed in table 18 with the highest percentages of responses, in most cases, are in the columns 'To a moderate extent' and 'To a large extent'. The majority of the principals (<75%) claim that (to a moderate extent or a large extent) students in their schools learn about the histories of diverse ethnic and cultural groups that live in other countries and in their own country; the different ethnic and cultural perspectives on historical and social events; and how people from different cultures can have different perspectives on some issues. Finally, on the one hand, whilst a decent minority of principals (27.94% and 37.68%) declare that to a small extent they celebrate festivities from other cultures in the schools and offer opportunities to students to communicate with people from other cultures via web/internet/social media a decent minority of principals (26.09%) allege that their schools do not offer exchange programmes with schools in other countries.

Question	Theme	Strongly disagree		Disagree		Agree		Strongly agree	
		%	Count	%	Count	%	Count	%	Count
<i>Do you agree or disagree with the following statements in relation to culturally diverse environments?</i>	Immigrant children should have the same educational opportunities that other children in the country have	4.23	3	1.41	1	25.35	18	69.01	49
	It is important to be responsive to differences in students' cultural backgrounds	0.00	0	23.94	17	26.76	19	49.30	35
	It is important for students to learn that people from other cultures can have different values	1.43	1	0.00	0	44.29	31	54.29	38
	Respecting other cultures is something that children and young people should learn as early as possible	1.41	1	0.00	0	15.49	11	83.10	59
	It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools regard their cultural differences	0.00	0	1.43	1	31.43	22	67.14	47
	It is crucial for the academic success of students with migration background that schools offer courses in their native language	7.14	5	35.71	25	20.00	14	37.14	26
	It is important for the academic success of students with a migration background that they learn the language of instruction only	8.70	6	27.54	19	47.83	33	15.94	11
	It is best for school cohesion when schools emphasise the mainstream culture among their students	8.70	6	27.54	19	42.02	29	21.74	15
	In order to achieve the school's goals it is necessary that the school continually evaluates its structures and practices to meet the needs of students from different cultural backgrounds	0.00	0	0.00	0	32.86	23	67.14	47
	It is best for school cohesion when the school encourages linguistic diversity in school	4.35	3	14.49	10	49.28	34	31.88	22

**Table 17:** Features of culturally diverse environments

### 3.4 *Leadership in Diverse Environments*

As can be seen from **Table 18**, the majority of principals claim that that their schools to a moderate extent or a large extent (<70%) are teaching students how to deal with ethnic and cultural discrimination; adopting teaching and learning practices that integrate global issues; making interculturalism visible in their schools; and teaching student to be inclusive of different cultural backgrounds. The majority of principals also support activities and organisations that encourage students' expression of diverse cultural and ethnic identities and organise multicultural events in their schools.

On the other hand, only a minority of principals acknowledge that they implement policies against cultural discrimination and support and appreciate cultural diversity. Furthermore, only a small minority of principals (8.96% and 7.46%) do not have systems in place to provide additional language support for students from migration background to learn the language of instruction or other subjects.

Question	Theme	To no extent		To a small extent		To a moderate extent		To a large extent		To a very large extent	
		%	Count	%	Count	%	Count	%	Count	%	Count
<i>To what extent are the following policies and practices in relation to diversity implemented in your school?</i>	Supporting activities or organisations that encourage students expression of diverse ethnic and cultural identities (e.g. artistic groups)	4.35	3	20.29	14	42.03	29	30.43	21	2.90	2
	Organising multicultural events (e.g. cultural diversity day, festivals and special days of all the cultures)	4.35	3	18.84	13	44.93	31	24.64	17	7.25	5
	Teaching students how to deal with ethnic and cultural discrimination	1.45	1	13.04	9	50.72	35	27.54	19	7.25	5
	Adopting teaching and learning practices that integrate global issues throughout the curriculum	2.94	2	10.29	7	57.35	39	22.06	15	7.35	5
	Making inter-culturalism visible in the day-to-day life of the school (e.g. school displays, every child's name is correctly pronounced, etc.)	0.00	0	19.12	13	52.94	36	19.12	13	8.82	6
	Teaching students to be inclusive of different cultural backgrounds	1.47	1	8.82	6	45.59	31	26.47	18	17.65	12
	Explicit policies against cultural discrimination	1.47	1	25.00	17	47.06	32	13.24	9	13.24	9
	Explicit policies to appreciate and support cultural diversity	1.47	1	32.35	22	48.53	33	8.82	6	8.82	6
	Additional language support for learning the language of instruction for students from migration backgrounds	8.96	6	8.96	6	31.34	21	31.34	21	19.40	13
	Additional support for other subjects for students from migration backgrounds	7.46	5	13.43	9	44.78	30	25.37	17	8.96	6
	Additional support for psychosocial well-being of students from migration backgrounds	2.99	2	23.88	16	46.27	31	13.43	9	13.43	9

**Table 18:** Culturally responsive policies and practices implemented in schools

Question	Theme	To no extent		To a small extent		To a moderate extent		To a large extent		To a very large extent	
		%	Count	%	Count	%	Count	%	Count	%	Count
<i>In your opinion, to what extent do the following statements reflect practices in your school?</i>	In our school, students learn about the histories of diverse ethnic and cultural groups that live in other countries	2.90	2	13.04	9	55.07	38	23.19	16	5.80	4
	In our school, students learn about the cultures (e.g. beliefs, values, customs, arts) and histories of diverse ethnic and cultural groups that live in our country	1.43	1	12.86	9	55.71	39	22.86	16	7.14	5
	In our school, students learn about the different ethnic and cultural perspectives on historical and social events	0.00	0	13.04	9	53.62	37	24.64	17	8.70	6
	Students learn how people from different cultures can have different perspectives on some issues	0.00	0	10.14	7	53.62	37	27.54	19	8.70	6
	Our school offers an exchange programme with schools in other countries	26.09	18	7.25	5	36.23	25	21.74	15	8.70	6
	In our school, we celebrate festivities from other cultures	4.41	3	27.94	19	52.94	36	11.76	8	2.94	2
	We offer students the chance to communicate with people from other cultures via web/internet/social media	11.59	8	37.68	26	36.23	25	13.04	9	1.45	1

**Table 19:** Culturally responsive practices in schools

## 4 Challenges and Supports

This section presents challenges and supports for culturally responsive leadership in schools. The first subsection describes the various ways through which parents of migration background students are involved in school activities. The second subsection investigates schools' capacity to provide culturally and linguistically diverse instruction whilst the third subsection explores the attitude of the various stakeholders of the school whether they encourage or inhibit schools' efforts to promote cultural responsiveness. The penultimate subsection that comprises two open-ended questions ascertains participants' perspective on benefits or challenges of having students with migration background while the last subsection seeks supports that the principals require to ensure the integration of students from such backgrounds.

### 4.1 *Involvement of parents of migration background students in school activities*

As can be seen from **Table 20**, more than 30% of principals are of the view that parents of migration background students almost never volunteer in physical activities, extra-curricular activities or in school library or media centre whilst more than 20% principals shared that they do not have any such activity at their schools. Slightly More than 30% of principals believe that parents of migration background students sometimes come to school to discuss their child's behaviour or progress, participate in parents' council or other related committees and appear as a guest speaker to talk about their cultural or religious practices.

Discussing their child's behaviour and progress on the school's initiative is the only activity in which slightly more than 20% of principals are of the view that parents of migration background students frequently participate.

### 4.2 *Challenges to the school's capacity to manage the learning of diverse learners*

**Table 21** reveals that the majority of principals are of the view that their school's capacity to provide culturally and linguistically diverse instruction is least affected by the posting of hurtful information on the internet about students. However, 44.26% and 38.71% of principals believe that (to a very large extent) the shortage of financial resources is hindering their school's capacity to provide culturally responsive instruction to students. Furthermore, more than 70% principals (to a moderate or a large extent) are of the view that there is a shortage of teachers with competence to teach in multicultural and multilingual settings.

Question	Theme	Almost never (In about 10% of the chances when they could have)		Occasionally (In about 30% of the chances when they could have)		Sometimes (In about 50% of the chances when they could have)		Frequently (in about 70% of the chances when they could have)		Usually (in about 90% of the chances they could have)		Every time		No such activity at my school	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
<i>How often do parents of migrant students participate in any of the following school-related activities? If any of these activities are not organised at your school, please check the last column.</i>	Discussing their child's behaviour or progress on the initiative of the school	3.17	2	20.63%	13	36.51%	23	20.63%	13	12.70%	8	6.35%	4	0.00%	0
	Volunteer in physical activities, e.g. building maintenance, carpentry, gardening or yard work	34.92	22	7.94%	5	26.98%	17	4.76%	3	1.59%	1	0.00	0	23.81%	15
	volunteer in extra-curricular activities, e.g. book club, school play, sports, field trips	34.38	22	10.94%	7	26.56%	17	6.25%	4	1.56%	1	0.00	0	20.31%	13
	Volunteer in the school library or media centre	35.48	22	4.84%	3	25.81%	16	6.45%	4	1.61%	1	0.00	0	25.81%	16
	Appear as a guest speaker to talk about their cultural or religious practice	22.22	14	22.22	14	31.75%	20	4.76%	3	3.17%	2	1.59%	1	14.29%	9
	Participate in Parent Council, Parent Association or school management committee	26.98	17	19.05%	12	36.51%	23	9.52%	6	4.76%	3	3.17%	2	0.00%	0

**Table 20:** Participation of parents of migrant students in school activities



Question	Theme	To no extent		To a small extent		To a moderate extent		To a large extent		To a very large extent	
		%	Count	%	Count	%	Count	%	Count	%	Count
<i>To what extent is your school's capacity to provide culturally and linguistically diverse instruction hindered by any of the following issues?</i>	Shortage of financial resources	9.84%	6	14.75%	9	18.03%	11	13.11%	8	44.26%	27
	Shortage of qualified teachers (mainstream)	14.52%	9	6.45%	4	16.13%	10	24.19%	15	38.71%	24
	Shortage of teachers with competence in teaching students in a multicultural or multilingual setting	7.94%	5	6.35%	4	49.21%	31	25.40%	16	11.11%	7
	Shortage or inadequacy of instructional space (e.g. classrooms)	25.40%	16	17.46%	11	15.87%	10	30.16%	19	11.11%	7
	Shortage or inadequacy of library materials	15.87%	10	17.46%	11	52.38%	33	9.52%	6	4.76%	3
	Shortage of support personnel	11.11%	7	17.46%	11	34.92%	22	12.70%	8	23.81%	15
	Shortage of time for instructional leadership	6.45%	4	19.35%	12	29.03%	18	22.58%	14	22.58%	14
	Shortage of time for distributed leadership	6.45%	4	20.97%	13	40.32%	25	24.19%	15	8.06%	5
	Shortage of time with the students of migrant backgrounds	5.56%	3	27.78%	15	29.63%	16	27.78%	15	9.26%	5
	Postings of hurtful information on the Internet about students	72.58%	45	17.74%	11	1.61%	1	3.23%	2	4.84%	3

**Table 21:** Challenges that limit school's capacity to provide culturally and linguistically diverse instruction

### 4.3 Parents and Community response to multiculturalism

**Table 22** reveals that 41.83% of principals are of the view that (to a large and a very large extent) parents and community members support their efforts for multicultural education in their schools while 44.26% of principals believe that (to a moderate extent) they have parental and community support in this regard. Concurrently, the majority of principals (78.69%) are of the view that parents and community members are not critical of the increasing number of migrant students in their schools.

Question	Theme	To no extent		To a small extent		To a moderate extent		To a large extent		To a very large extent	
		%	Count	%	Count	%	Count	%	Count	%	Count
To what extent do the following statements reflect the situation in your school?	The majority of parents and community members support efforts of multi-cultural education in our school	1.64%	1	11.48%	7	44.26%	27	27.8%	17	14.75%	9
	Parents and community members critical of the increasing numbers of migrant students in our school	78.69%	48	13.11%	8	8.20%	5	0.00%	0	0.00%	0

**Table 22:** Parents and community response to multiculturalism

As can be seen in **Table 23** the majority of principals believe that school staff, principals of other schools, parents and students acknowledge the school's practices to support cultural diversity.

Question	Theme	To no extent		To a small extent		To a moderate extent		To a large extent		To a very large extent	
		%	Count	%	Count	%	Count	%	Count	%	Count
<i>To what extent do the following stakeholders acknowledge the school's practices with respect to cultural diversity?</i>	School staff	1.59%	1	6.35%	4	41.27%	26	34.92%	22	15.87%	10
	Colleagues (principals of other schools)	0.00%	0	8.47%	5	49.15%	29	28.81%	17	13.56%	8
	School Board (consisting of teachers, parents etc.)	1.61%	1	9.68%	6	45.16%	28	24.19%	15	19.35%	12
	Parents	1.61%	1	16.13%	10	50.00%	31	22.58%	14	9.68%	6
	Students	1.59%	1	9.52%	6	50.79%	32	20.63%	13	17.46%	11
	General Public (including media)	11.48%	7	32.79%	20	34.43%	21	13.11%	8	8.20%	5
	Government (local / national)	29.03%	18	22.58%	14	29.03%	18	12.90%	8	6.45%	4
	Other, please specify	12.50%	3	16.67%	4	58.33%	14	12.50%	3	0.00%	0

**Table 23:** Stakeholders' acknowledgement of school's endeavours supporting cultural diversity

#### 4.4 Benefits of Culturally diverse learning environments– Open Ended Responses

Open ended responses reveal that principals are of the view that there are many benefits of having students with a migration background in their schools. In particular, an overarching perspective from principals relates to the fact that having migrant students in schools broadens the perspectives of every student, develops an understanding of the requirements of a multicultural society and helps build a positive image of cultural and lingual differences. Responses are organised in three different themes.

##### Global competencies for all

*The benefits of having a multi-cultural mix of migrant students is immense. It enables indigenous students to have a Global view of education, communities etc.*

*Real life experience of learning to live together. More interesting. Greater depth of education.*

*Developing a wider educational experience*

*Migrant students have ambition, invest their time and effort in academic attainment*

*Cultural diversity offers students from a DEIS school an opening into a world of different cultures. We find the impact on learning is very positive as most students from migrant backgrounds are very focused on learning and this supports and promotes a positive teaching and learning climate in the classroom.*

##### Facilitates integration

*Early exposure for students to other cultures/perspectives.*

*Migrant students can add a diversity and a depth of culture and understanding to a school community*

*Helps educate the other students and prepare for life*

*It helps the process of integration in society and develops an understanding at a formative age of diversity*

*We learn to live together in a real-life experience.*

##### Acceptance of difference

*Students bring other ideas to a new school. They give a balance to students from Ireland as to what others go through in life. They give our school and personnel an insight and knowledge into others and also challenge themselves to be of help and support to newcomers such as migrants to the school.*

*Reduces racism, increases diversity and affirms different values and cultures.*

*Helps young people to appreciate how similar people are when you meet them and remove labels.*

*They bring a wealth of experience of different cultures to our school community.*

*We have a moral and legal obligation to provide for all students to the greatest extent possible. Living, learning and working with people with migrant backgrounds provides opportunities for us all to learn from and support each other.*

#### 4.5 Challenges of Culturally diverse learning environments – Open Ended Responses

Despite the benefits of culturally diverse learning environments, managing every child's learning and ensuring equity of provision has its own challenges. Responses are organised in four categories different themes.

##### Supporting language and learning

The most significant challenge that reverberates through most of the responses of both closed and open-ended questions unsurprisingly relates to language proficiency. Almost all principals who responded to this question are of the view that migrant students' low proficiency of the language of instruction seriously hampers their academic progress.

*Supporting their learning, ensuring that we uphold equity and equality for all. Access to the curriculum so that they don't fall behind and suffer due to having to engage through a second language.*

*There can be gaps in support due to language gaps/lack of understanding of the educational system, lack of confidence in engaging with the school*

*Getting students up to speed with the English language.*

*Being able to meet an even wider range of needs & getting enough language skills at the start to allow academic progression.*

*Language difficulties for the child. If behaviour problems ensue, the parents are unable to grasp the language and the child's behaviour gets worse, they're in with the wrong crowd, etc. The text books are an average RA [Reading Age] of 15/16 yo [Years Old] - unattainable for those even able to speak English.*

*When a number of refugee students arrive to a school after the year has officially begun, there is nothing from the DES to provide us with an extra allocation of hours to provide language support. I had this issue this year. 7 Syrians arrived in mid-October, my classes are formed, there are no spare teachers available.*

##### Availability of resources

The principals' responses reiterate a dearth of three types of resources: human resource especially qualified teachers, financial and material resources.

*Lack of resources including finance, time, and personnel. Government provides minimum. There really is no moral commitment from Dept of Education. Simply lip service.*

*Lack of resources for EAL development; working in native languages; developing school curriculum; staff to work specifically on providing supports to migrant families.*

*Capacity to provide linguistic and academic support to them*

*Education is underfunded and under resourced - teachers aren't qualified or trained to teach these children*

*Differentiate the teaching-resources*

*Lack of suitably qualified teachers. Sometimes students might arrive into Senior Cycle so little chance of them succeeding in the Irish education system. Lack of additional resources to school to adequately cater for these students. Difficulties with communication and cultural difficulties.*

#### **Psycho-social development and well-being of migrant students**

A number of principals stressed the need for social and emotional support for migration background students so that they become part of the system.

*Cultural differences and practices rarely cause tensions but there can be issues due to different interests and what different children value as life goals, recreation pastimes and interests.*

*Knowing enough about their culture. Desire of teenage children to belong and not to be different and so do not want attention drawn to them.*

*Trying to support their learning. Many of our migrant students have not had continuity of education throughout their childhood. Many parents have no knowledge of the Irish education system. Many have unrealistic expectations of their child's ability to achieve. - everyone wants their child to be a doctor or a lawyer!*

*The lack of involvement of students and their families. It is a struggle to bring them on board despite all the offers of support.*

A few principals shared some very realistic but unique challenges as detailed in the following statements.

*The main challenge is that the handling of different students in a school gives those who see teaching only as political socialization, focus on what negatives they can throw at the school.*

*Traditional Irish students are not as motivated, resent migrant student's ambition.*

#### **4.6 Supports for Migrant Students' Integration in Schools**

In response to the open-ended question asking school leaders what supports are required for the integration of migrant students, almost all principals mentioned three types of supports. Firstly, provision of resources. Secondly, English as an additional language (EAL) provision and thirdly, policy and departmental support.

#### **Resources**

*More staff to allow for a greater PTR so that smaller classes can occur.*

*Extra teaching hours so as to give time to migrant children and support them in their learning.*

Extra teachers

*Training. Time. Teacher allocation.*

*Extra teaching support hours*

*More language teachers*

*Increased staffing to focus on this particular area; incentivized, funded teacher education programmes to increase the numbers of teachers from other cultural backgrounds; better community based after-school supports for students*

### *English as Additional Language (EAL) Classes*

*Immersion lessons in English language for the few students in need of this support.*

*For many of the students they require a full year to work on the basics of the English language prior to accessing the curriculum.*

*More EAL supports.*

*Dedicated English classes for a period of time in the school ahead of students joining mainstream classes so that they have some level of competence and can cope with subjects and school work. This would also allow them to chat to other students and start to build up relationships and help them to cope and start to enjoy school life as opposed to fearing it.*

*an immersion programme that begins and is taught within the direct provision centres, once students can access the language they engage very well in school life.*

### *Policy and Departmental Support*

*More opportunities to interact with educators from different ethnic backgrounds, for example student/teacher exchanges.*

*Sufficient support across all schools so that they are prepared to support migrant students. Some schools still operate very selective enrolment policies and do not necessarily take migrant applicants.*

*As the numbers in this school are so small at present, we haven't required further supports. We also have a very active SEN department and provide extra hours to them for targeted interventions. This might not be sustainable at the current level of investment.*

*More training and awareness of how this can be done in the realistic context of a busy school and a busy, exam oriented education system.*

*Time and training are lacking. Far too much emphasis on a heavy curriculum.*

*We need template resources to display cultural & religious artefacts, speeches etc. for assemblies and events. The model of getting schools to design their own means we lack confidence in doing it - fear doing the wrong thing. So DES need to lead out and give us the model for a few years. Then we will want to design our own improved versions.*

*Cooperation with national & international agencies.*

### *Other issues*

*Schools should be able to provide language supports not only to students but to families so that all members of the family can communicate with the school and other important agencies.*

*There are so many issues that school management and staff are expected to act as front line responders. There is a fatigue and unsustainable burden there and, without clear policy guidelines, effective professional development, increased staffing and resources the issue of supporting students*

*from migrant backgrounds is in danger of becoming yet another lip-service, box-ticking exercise where the thin facade of nice brochures and press releases hides the rickety structure behind.*

*Possibly media coverage of events relating to other communities*

*Support groups on a more local basis for these students could be set up and with a link to the schools for feedback*

*Need for social workers/placement agencies to check in regularly. Very often, we do not hear from them after the initial visit with the foster parent (in the case of refugees)*

*Important that students with a migration background have a link person who also speaks English and can assist with any misunderstandings and help with communication with home.*

## **5 Discussion and Conclusion**

The overall response of the survey indicates a very positive attitude towards principals' readiness to promote culturally responsive practices in their schools. Two dominant themes, however, emerge from the responses. First, there is need to develop migration background students' proficiency in the language of instruction. Secondly, there is a need to make them familiar with the culture of the school and the host community.

Responses also indicate an overall appreciation for having students with migration backgrounds in schools and cultural and lingual diversity is embraced as an opportunity for all students to learn respect for different cultures and through learning about varied cultures. Responses indicate Principals' conviction that appreciation of diversity at schools is the first step towards acceptance of various cultures in society and there is a general acceptance of multicultural education Responses also indicate that school leaders have not received adequate training or professional development in culturally responsive leadership. The principals have expressed a willingness and urgency to be provided with professional development opportunities in all the areas mentioned in the survey as they relate to multicultural and multilingual education.



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## APPENDIX

### ALL ISLAND SURVEY: SUPPORTING CULTURALLY RESPONSIVE LEADERSHIP AND EVALUATION IN SCHOOLS

#### Information about the Survey

Supporting Culturally Responsive Leadership and Evaluation in Schools (CRELES) is a 3-year Erasmus+ study funded by The European Commission. This project focuses on the support and strategies needed in all levels of school leadership in order to facilitate the needs of a diverse multicultural classroom and a diverse multicultural school. As part of this research initiative, we are keen to receive feedback from school leaders on strategies, supports, and challenges to leadership in school environments that have students with a migration background. The survey consists of 4 short sections and will take the average respondent approximately 15 - 20 minutes to complete.

Section 1 is for the purpose of providing an outline profile of schools.

Section 2 is for the purpose of providing an outline profile of school leaders.

Section 3 is for the purpose of exploring culturally responsive practices in schools.

Section 4 is for the purpose of exploring culturally responsive challenges and supports in schools.

**Thank you in advance for your interest and for taking the time to complete this survey.**

#### Creles Project Coordinator

Dr Martin Brown

#### Creles Researchers

Ms Sarah Gardezi

Professor Gerry McNamara

Professor Joe O'Hara

EQI - The Centre for Evaluation Quality and Inspection, School of Policy and Practice, DCU Institute of Education

#### Informed Consent

I have been given and have read and understood information about the above study and know that I can contact the researchers if I have any questions. I understand that my participation is voluntary and that I do not have to respond if I do not wish to. I understand that the researchers will hold all information and data collected securely and that all efforts will be made to ensure that I cannot be identified as a participant in the study (except as might be required by law) and I give permission for the researchers to hold

this data I have read and agree with the statements above and give my consent to be part of this study. I understand that I can withdraw from completing the survey at any point prior to clicking on Done at the end of the survey. The only compulsory question to be completed is the initial consent question.

## SECTION 1: SCHOOL PROFILE

### 1. Which best describes your school's location?

- A Village, Hamlet or Rural Area (up to 3,000 people)
- Small Town (3,001 to 15,000 people)
- Town (15,001 to 100,000 people)
- City (100,001 to 1,000,000 people)
- Large City (more than 1,000,000 people)

### 2. Is your school a fee-paying post-primary school?

- Yes
- No

### 3. Which of the following statements best describes the schooling available to students in your location?

- There are two or more other schools in this area that compete for our students.
- There is one other school in this area that competes for our students.
- There are no other schools in this area that compete for our students.

### 4. Approximately how many students attend your school?

- 1501 or more
- 1001- 1500
- 501 - 1000
- 100 - 500
- 99 or less

### 5. What age group/groups does your school cater to? Please select all the relevant options. (School Types)

- |                                       |
|---------------------------------------|
| <input type="checkbox"/> 16 -18 years |
| <input type="checkbox"/> 12- 16 years |

**5a. Is your school a...**

- Voluntary secondary school (DEIS)
- Voluntary secondary school (Non-DEIS)
- ETB school (DEIS)
- ETB School (Non-DEIS)
- Community / comprehensive school (DEIS)
- Community / comprehensive school (Non-DEIS)
- Educate Together school (DEIS)
- Educate Together school (Non-DEIS)

**6. Please estimate the broad percentage of students in your school who have the following characteristics.**

- **Special needs students are those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. [Often they will be those for whom additional public or private resources (personnel, material or financial) have been provided to support their education.**
- **Socio-economically disadvantaged homes' refer to homes lacking the basic necessities or advantages of life, such as adequate housing, nutrition or medical care.**
- **A refugee is one who, regardless of legal status fled to another country seeking refuge from war, political oppression, religious persecution, or a natural disaster.**
- **An 'immigrant student' is one who was born outside the country.**
- **A 'student with migrant background' has parents who were both born outside the country.**
- **Students may fall into multiple categories.**

**Please mark one choice in each row.**

	None	1% to 10%	11% to 30%	31% to 60%	More than 60%
Students whose first language is different from the language(s) of instruction					
Students with special needs					
Students from socio economically disadvantaged homes					

Students who are immigrants or with migrant background					
Students who are refugees					

**7. Which of the following arrangement describes migrant students’ (a refugee, immigrant student, and students with a migrant background) integration in your school?**

- Migrant students are placed in mainstream classes immediately after their admission
- Migrant students spend some time in special language immersion classes and some in the mainstream classes (sports, music, drama, art, etc.) until they learn the language of instruction
- Migrant students have separate classes altogether

Other arrangements (please specify)

**8. For each type of position listed below, please indicate the approximate number of full-time equivalent staff currently working in this school.**

Teachers, irrespective of the grades/ages they teach  
 Those whose main professional activity at this school is the provision of instruction to students

\_\_\_\_\_

Personnel for pedagogical support, irrespective of the grades/ages they support  
*Including all teacher aides or other non-teaching professionals who provide instruction or support teachers in providing instruction, professional curriculum/instructional specialists, educational media specialists, psychologists and nurses*

\_\_\_\_\_

School administrative personnel  
*Including receptionists, secretaries, and administration assistants*

\_\_\_\_\_

School management personnel  
*Including principals, assistant principals, and other management staff whose main activity is management*

\_\_\_\_\_

Other staff

\_\_\_\_\_

**SECTION 2: PROFILE OF YOU AS A SCHOOL LEADER**

**9. Are you female or male?**

- Female
- Male
- No answer

**10. How old are you?**

*Put the exact age* \_\_\_\_\_

**11. What is the highest level of formal education that you have completed?**

- Bachelors Degree or at least three years of university education after high school
- Masters Degree or at least five years of university education after high school
- Doctorate

Any other university/higher education qualification (Please specify)

\_\_\_\_\_

**12. How many years of work experience do you have regardless of whether you worked full time or part time? Please select the number of years from the dropdown lists for each category.**

Year(s) working as a principal in total \_\_\_\_\_

Year(s) working as a teacher in total (include any years of teaching) \_\_\_\_\_

**13. Did the formal education you completed or In-service training/short course/workshops you attended include the following and, if yes, was this before or after you took up a position as principal?**

	Training Provided		When the Training took place	
	Yes	No	Before taking up a position as principal	After taking up a position as principal
School administration or principal training programme or course				
Instructional leadership training or course				

Culturally responsive leadership training or course				
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**14. During the last 12 months, did you participate in any of the following professional development activities aimed at you as a principal?**

	Yes	No
Courses/seminars about leadership		
Courses/seminars about leadership under the conditions of cultural diversity		
Education conferences where teachers, principals and/or researchers present their research or discuss educational issues that specifically relate to cultural diversity		
Formal qualification programme (e.g. a degree programme)		
Peer and/or self-observation and coaching as part of a formal arrangement		
Participation in a network of principals formed specifically for the professional development of principals		
Reading professional literature		
Other Professional Development Opportunities: Please elaborate in the space below.		

**15. For each of the areas listed below, please indicate the extent to which you currently need professional development.**

	No need at present	Low level of need	Moderate level of need	High level of need
New developments in leadership				
New developments in culturally and linguistically diverse school leadership				

Managing classes with multilingual/multicultural students				
Current national /local policies that specifically relate to multicultural and multilingual education				
Using data for tracking progress of migrant students				
Designing the school curriculum				
Designing the school curriculum for the inclusion of students from migrant backgrounds.				
Designing professional development for/with teachers				
Designing professional development for/with teachers to enhance teaching and learning for students from a migration background				
Observing classroom instruction				
Providing effective feedback				
Promoting equity and diversity				
Developing collaboration among teachers				
Recruitment and retention of staff				

**16. How strongly do you agree or disagree that the following present barriers to your participation in professional development courses that are specifically designed to enhance culturally responsive leadership practices in schools?**

	Strongly disagree	Disagree	Agree	Strongly agree
I do not have the pre-requisites (e.g. qualifications, experience, seniority).				
Professional development is too expensive.				
There is a lack of employer support.				



Professional development conflicts with my work schedule.				
I do not have time because of family responsibilities.				
There is no relevant professional development offered.				
There are no incentives for participating in professional development.				
I don't think it is important for my school				

**17. Do you agree or disagree with the following statements in relation to culturally diverse environments?**

	Strongly disagree	Disagree	Agree	Strongly agree
Immigrant children should have the same educational opportunities that other children in the country have				
It is important to be responsive to differences in students' cultural backgrounds				
It is important for students to learn that people from other cultures can have different values				
Respecting other cultures is something that children and young people should learn as early as possible				
It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools regard their cultural differences				
It is crucial for the academic success of students with migration background that schools offer courses in their native language				
It is important for the academic success of students with a migration background that they learn the language of instruction only				
It is best for school cohesion when schools emphasise the mainstream culture among their students				
In order to achieve the school's goals it is necessary that the school continually evaluates its structures and practices to meet the needs of students from different cultural backgrounds				

It is best for school cohesion when the school encourages linguistic diversity in school				
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### SECTION 3: LEADERSHIP IN DIVERSE ENVIRONMENTS

#### 18. To what extent are the following policies and practices in relation to diversity implemented in your school?

	To no extent	To a small extent	To a moderate extent	To a large extent	To a very large extent
Supporting activities or organisations that encourage students expression of diverse ethnic and cultural identities (e.g. artistic groups)					
Organising multicultural events (e.g. cultural diversity day, festivals and special days of all the cultures)					
Teaching students how to deal with ethnic and cultural discrimination					
Adopting teaching and learning practices that integrate global issues throughout the curriculum					
Making inter-culturalism visible in the day-to-day life of the school (e.g. school displays, every child's name is correctly pronounced, etc.)					
Teaching students to be inclusive of different cultural backgrounds					
Explicit policies against cultural discrimination					
Explicit policies to appreciate and support cultural diversity					
Additional language support for learning the language of instruction for students from migration backgrounds					
Additional support for other subjects for students from migration backgrounds					
Additional support for psychosocial well-being of students from migration backgrounds					

**19. In your opinion, to what extent do the following statements reflect practices in your school?**

	To no extent	To a small extent	To a moderate extent	To a large extent	To a very large extent
In our school, students learn about the histories of diverse ethnic and cultural groups that live in other countries					
In our school, students learn about the cultures (e.g. beliefs, values, customs, arts) and histories of diverse ethnic and cultural groups that live in our country					
In our school, students learn about the different ethnic and cultural perspectives on historical and social events					
Students learn how people from different cultures can have different perspectives on some issues.					
Our school offers an exchange programme with schools in other countries					
In our school, we celebrate festivities from other cultures					
We offer students the chance to communicate with people from other cultures via web/internet/social media					

**Section 4: Challenges and Supports**

**20. How often do parents of migrant students participate in any of the following school-related activities?**

If any of these activities are not organised at your school, please check the last column.

	<b>Almost never</b> (In about 10% of the chances when they could have)	<b>Occasionally</b> (In about 30% of the chances when they could have)	<b>Sometimes</b> (In about 50% of the chances when they could have)	<b>Frequently</b> (in about 70% of the chances when they could have)	<b>Usually</b> (in about 90% of the chances they could have)	<b>Every time</b>	<b>No such activity at my school</b>

Discussing their child's behaviour or progress on the initiative of the school							
Volunteer in physical activities, e.g. building maintenance, carpentry, gardening or yard work							
volunteer in extra-curricular activities, e.g. book club, school play, sports, field trips							
Volunteer in the school library or media centre							
Appear as a guest speaker to talk about their cultural or religious practice							
Participate in Parent Council, Parent Association or school management committee							

If you would like to elaborate on your responses further you can do so in the space below.

**21. To what extent is your school's capacity to provide culturally and linguistically diverse instruction hindered by any of the following issues?**

	To no extent	To a small extent	To a moderate extent	To a large extent	To a very large extent
Shortage of financial resources					
Shortage of qualified teachers (mainstream)					

Shortage of teachers with competence in teaching students in a multicultural or multilingual setting					
Shortage or inadequacy of instructional space (e.g. classrooms)					
Shortage or inadequacy of library materials					
Shortage of support personnel					
Shortage of time for instructional leadership					
Shortage of time for distributed leadership					
Shortage of time with the students of migrant backgrounds					
postings of hurtful information on the Internet about students.					

**22. To what extent do the following statements reflect the situation in your school?**

	To no extent	To a small extent	To a moderate extent	To a large extent	To a very large extent
The majority of parents and community members support efforts of multi-cultural education in our school					
Parents and community members critical of the increasing numbers of migrant students in our school					

**23. To what extent do the following stakeholders acknowledge the school's practices with respect to cultural diversity**

	To no extent	To a small extent	To a moderate extent	To a large extent	To a very large extent

School staff					
Colleagues (principals of other schools)					
School Board (consisting of teachers, parents etc.)					
Parents					
Students					
General Public (including media)					
Government (local / national)					
Other, please specify: .....					

**24. As a school leader, what do you see as the benefits of having students who have a migration background in your school?**

**25. As a school leader, what do you see as the challenges of having students with a migration background in your school?**

**26. In your opinion, what supports are required to assist school leaders with the integration of students from migrant backgrounds?**

**27. Are there any other issues relating to supporting school communities that have students with a migration background that have not been addressed in this survey?**

## CLOSING STATEMENT

Thank you for taking the time to complete this survey. If you are willing to participate in this second phase of the study, please include your name and contact number in the space provided. When you click on Done you will be re directed to the Supporting Culturally Responsive Leadership in Schools (CReLES) web site.

Name: \_\_\_\_\_

email: \_\_\_\_\_

Phone: \_\_\_\_\_

School: \_\_\_\_\_