

# Culturally Responsive Leadership and Evaluation in Schools



## A School Leaders Training Module for Creating and Evaluating Culturally Responsive Environments in School



Co-funded by Erasmus+ Programme of the European Union

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## Introduction

This training programme is part of the project 'Culturally Responsive leadership and Evaluation in Schools' (CReLES). This is an EU Erasmus+ funded project with partners in Austria, Ireland, and Spain. The project aims to enhance school inclusion of pupils with a migration/minority/refugee background through the identification and dissemination of innovative practice in culturally responsive school leadership and evaluation. Improving the educational achievement of pupils with diverse background can involve a serious, demanding challenge for classroom teachers. Therefore, leadership at all levels of the school is crucial for focusing on the benefits and strengths these pupils bring to the school context, and addressing the needs of staff for professional learning, providing direction and support to them. Particularly for pupils with a refugee background, the school can be the first place of belonging within a new country and culture(s). Therefore, school leaders' role is fundamental in making all pupils feel welcomed and facilitating teachers and staff to address the needs of their pupils.

This school leadership training programme focuses on developing the capacity of the school leadership to facilitate the needs of a (culturally) diverse classroom and a (culturally) diverse school. It aims to offer an innovative approach to school leadership and helps to build the capacity of school leaders for school self-evaluation of leadership strategies that facilitate that inclusive education. The programme offers a series of lessons that can be a part of an initial training programme for school leaders or a standalone module for in-service training (continuous professional development) of school leaders and other professionals dealing with school-age young people and students.

## About this Training Programme

### Target audience

This training programme is designed primarily for school personnel who have a leadership role in their schools and deal with diverse contexts and social issues over and above other practitioners working with students or young people in diverse or social inclusion contexts. It can also be used as one of the modules in an initial training programme for aspiring school leaders in jurisdictions with a constant influx of school-age pupils with a migrant/minority/refugee background. It can be helpful to prepare them to create culturally responsive learning environments that offer parity of opportunities and equity of participation to all cohorts of pupils. This module aims at meeting the professional development needs of these two target audiences.

### Design of the training programme

The training programme is developed as a blended learning course. It includes a curriculum to be taught face-to-face, with different teaching methods that can be adapted by the module leader as needed, and an Open Educational Resources (OER - CReLES Portal). During the training programme, learners will get the opportunities to interact with the CReLES Portal and its tools and apply them at school. The CReLES Portal has open-access materials available as self-learning activities (CReLES MOOC) to offer enrichment and reinforcement of what is taught through this programme. The portal also provides a platform for school leaders, on the course or outside the course, to share experiences and best practices with colleagues and to indulge in a culturally responsive dialogue.

## Objectives

This programme is focused on enhancing the leadership and evaluation capacity of school leaders at all levels for managing the learning and psycho-social well-being and ensuring the educational success of all pupils in general and pupils with a migrant/minority/refugee background in particular. It will offer them an in-depth understanding of the issues around social inclusion and provide them with tools to overcome the challenge through self-evaluation and taking measures for improvement. Learning objectives, therefore, are pitched at the levels of knowledge, application, analysis and evaluation and synthesis and creation. Learners are introduced to the theoretical background of the topic through regulation and policy discourse, prior research findings and the numerical data with respect to population demographics and migrant and refugee pupils' achievement through lessons and self-study materials and participation in CReLES MOOC. Learning activities are so designed that the learners reflect and review their practices, evaluate where they are at and then create plans for the improvement of the current state.

The overarching objectives of the programme are

- increase the understanding, especially of school leaders, around concepts of migration and social justice, which are the basis of a culturally responsive school environment promote the development of activities and project-based learning situations for enhancing
  - a culturally responsive dialogue both at school and in other contexts;
- acquisition of a methodology for cultural responsive management: use of culturally responsive resources and strategies, collection, evaluation and sharing of experiences; and
- creation of a network of school leaders to ensure the vitality of the intercultural mentoring tools and practices.

## Module specifications

Module details	
Title	Culturally Responsive Leadership and Evaluation in Schools (CReLES)
Language of instruction	English
Target audience	School leaders, teachers, middle management, professionals dealing with pupils and young people
ECTS	4 (112 hours of study; 1 ECTS = 25 – 30 hours of study)
ISCED level	5
Discipline	Education
Activities	<ul style="list-style-type: none"> <li>• Lessons</li> <li>• Individual self-study</li> <li>• Whole-class Activity</li> <li>• Group Activity</li> <li>• Individual Activity</li> <li>• Role Play</li> <li>• (Peer-)Feedback</li> <li>• Assignments</li> <li>• Evaluation Report</li> <li>• Participation in the MOOC companion course</li> </ul>

Pre-requisite learning	
Requirements for enrolment	None
Pre-requisite competences	<p>None</p> <p>Familiarity with the following will be helpful in grasping the concepts taught in this module:</p> <ul style="list-style-type: none"> <li>• the legislation pertaining to equity, diversity and inclusion in general;</li> <li>• the legislation and policies pertaining to equity, diversity and inclusion in education;</li> <li>• and quality standards as in quality framework concerning equity, diversity, inclusion and intercultural education.</li> </ul>

Module assessment		
Assessment format	Continuous assessment (Class participation)	25%
	Summative assessment	75%
Assessment type	Assignment 1: Analytical Essay	25%
	Assignment 2: Project Design	25%
	Assignment 3: Reflective Journal	25%

## Module resources

### Essential readings

- Brown, M., Altrichter, H., Shiyan, I., Rodríguez Conde, M. J., McNamara, G., Herzog-Punzenberger, B., Vorobyeva, I., Vangrando, V., Gardezi, S., O'Hara, J., Postlbauer, A., Milyaeva, D., Sergeevna, N., Fulterer, S., García, A. G. & Sánchez, L. (2021). Challenges and opportunities for culturally responsive leadership in schools: Evidence from Four European countries. *Policy Futures in Education*. <https://doi.org/10.1177/14782103211040909>
- Dimmock, C. A. J. & Walker, A. (2005). *Educational leadership: Culture and diversity*. Sage publications. <https://doi.org/10.4135/9781446247143>
- Khalifa, M. A. (2018). *Culturally responsive school leadership. Race and education series*. Harvard Education Press.
- Organisation for Economic Co-operation and Development. (2016). *Global competency for an inclusive world*. OECD. <https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf>

### Further readings

- Brown, M., Altrichter, H., Nayir, F., Nortvedt, G. A., Burns, D., Fellner, M., Gloppen, S. K., Helm, C., McNamara, G., O'hara, J., Herzog-Punzenberger, B., Skedsmo, G. & Wiese, E. (2019). *Classroom Assessment that Recognises Cultural Difference: A European Perspective*. <https://doi.org/10.13140/RG.2.2.14346.52164/2>
- Brown, M., McNamara, G., O'Hara, J., Hood, S., Burns, D. & Kurum, G. (2019). Evaluating the impact of distributed culturally responsive leadership in a disadvantaged rural primary school in Ireland. *Educational Management Administration & Leadership*, 47(3), 457–474. <https://doi.org/10.1177/1741143217739360>
- Herzog-Punzenberger, B., Le Pichon-Vorstman, E. & Siarova, H. (2017). *Multilingual Education in the Light of Diversity: Lessons Learned: Executive Summary* (NESET II report). Luxemburg. <https://doi.org/10.2766/824918>
- Lopez, A. E. (2016). *Culturally Responsive and Socially Just Leadership in Diverse Contexts: From Theory to Action*. Palgrave Macmillan US. <https://doi.org/10.1057/978-1-137-53339-5>
- Ontario Ministry of Education. (2013). *Culturally Responsive Pedagogy Towards Equity and Inclusivity in Ontario Schools*.
- The Leadership Academy. (2020). *Culturally Responsive Leadership: A Framework for Principals*. <https://www.leadershipacademy.org/wp-content/uploads/2021/03/Culturally-Responsive-Principal-Actions.pdf>

### CReLES Portal

CReLES Portal <https://creles.eu/>

- CReLES Conceptual Framework <https://creles.eu/conceptual-map/>
- CReLES Evaluation Framework <https://creles.eu/evaluation-framework/>
- CReLES MOOC <https://creles.eu/mooc-2/>

## Content and Learning Activities

This training programme is divided into eight interlinked lessons which head on diverse aspects of culturally responsive practice:

- Lesson 1 introduces the learners to the historical and legal perspective of migration.
- Lesson 2 gives an overview of concepts and principals of social justice.
- Lesson 3 provides key terminologies and basic concepts, such as culture, intercultural education, diversity, cultural responsiveness and population demographics of Europe.
- Lesson 4 offers the context in which schools operate (supports and challenges for culturally responsive leadership) through examining and critiquing regulation and policy discourse.
- Lesson 5 focuses on culturally responsive leadership characteristics, personal traits and practices.
- Lesson 6 gives an insight into culturally responsive pedagogy, including methods and strategies such as planning culturally responsive lessons and assessments.
- Lesson 7 addresses values and aspects of culturally responsive school environments.
- Lesson 8 comprises critical evaluation of culturally responsive practices.

The learners are encouraged to engage with the CReLES Portal, OERs available and culturally responsive dialogue via a discussion board. They will be asked to apply CReLES Evaluation Framework and reflect on their practice, evaluate, report and then plan for improvement in the areas where they identify the need in the course of their assignments.

For every lesson, specific learning outcomes are formulated that learners should acquire during the learning activities. Furthermore, the content to be used is listed, and suggested methods or the activities to be used for presenting the content to the learners, are tabulated along with the time break up. Suggestions are also made on when and how to engage learners with the CReLES Portal. The final component of each lesson is a follow-up task for learners which can be a self-study task or an assignment.

## Programme learning outcomes

The following are the general learning outcomes of this module:

- Learners understand the need for and theoretical perspective on cultural responsiveness, migration and social justice in schools.
- Learners become familiar with the policy and systemic discourse on diversity and inclusion in education.
- Learners know the characteristics and qualities of culturally responsive school leadership.
- Learners explore ways in which classroom practices can be culturally responsive.
- Learners experiment with CReLES Evaluation Framework in their schools.

Each of the general learning outcomes is broken up in smaller objectives that are formulated for each of the lessons and accompanying individual activities and assignments.

## Lesson 1: Migration

### Information for module leader

#### Objectives

1. Learners become familiar with
  - a. academic content concerning migration such as different forms, reasons and demographic outcomes of migration in a historical perspective.
  - b. migration regimes in a legal perspective.
2. Learners evaluate key national documents on diversity, inclusion, and intercultural education.
3. Learners can distinguish between public discourse on the one hand and facts, figures and analyzes on the other.
4. Learners can explain the logic of migration within the immediate surrounding and the wider socio-political contexts throughout history.

#### Content and essential readings

The literature and material provided help to understand that migration has been part of human history ever since and that migration is a crucial feature of the human species.

Harari, Y. N. (2014). *Sapiens: A Brief History of Humankind*. Harvill Secker.

Hoerder, D. (2003). *Cultures in contact: World migrations in the second millennium. Comparative and international working-class history*. Recording for the Blind & Dyslexic.

Goytisolo, J. (2004, September). Metáforas de la migración. *EL PAÍS*.  
[https://elpais.com/diario/2004/09/24/opinion/1095976806\\_850215.html](https://elpais.com/diario/2004/09/24/opinion/1095976806_850215.html)

In this context progressing from the most abstract to the closest socio-political level global, national, regional and local statistics throughout decades and centuries should be presented and explored as well as documents of public discourse (e.g. newspaper article) on that matter. The ambiguities and ambivalences concerning the issue will be brought to the surface and contradictions designated. *Applicable literature/statistical data/artistic and media documents should be of immediate relevance to the audience (local, regional, national) and regularly updated.*

#### Global:

International Organization for Migration. (2021). *World Migration Report 2022*.  
<https://worldmigrationreport.iom.int/wmr-2022-interactive/>

#### Europe:

Bade, K. (2008). *Migration in European History*. John Wiley & Sons, Inc.

Eurostat. (n.d.). *Pages that link to "Migrant integration statistics - education"*.  
[https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Special:WhatLinksHere/Migrant\\_integration\\_statistics\\_-\\_education](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Special:WhatLinksHere/Migrant_integration_statistics_-_education)

Fauri, F. (2014). *The History of Migration in Europe: Perspectives from Economics, Politics and Sociology*. Routledge.

Ricciardi, T. (2020). The transition from colonialism to the migration policies in Europe. In G. Laschi, V. Deplano & A. Pes (Hrsg.), *Europe between Migrations, Decolonization and Integration (1945–1992)* (S. 28–38). Routledge. <https://doi.org/10.4324/9780429269011-2>

#### National:

For Austria some basic regularly updated statistics on migration and education can be found on the website of the Austria Integration Fund ÖIF

Statistik Austria. (2021). *ÖIF - Statistisches Jahrbuch: Migration & Integration: Zahlen, Daten, Indikatoren 2021*. <https://www.integrationsfonds.at/mediathek/mediathek-publikationen/publikation/migration-und-integration-2021-zahlen-daten-indikatoren-10674/>

as well as the National Institute for Quality in Education <https://www.iqs.gv.at/> and the statistical volume of the triannual Federal Education Report.

Federal Institute for Quality Assurance of the Austrian School System. (2021). *Nationaler Bildungsbericht 2021 – Materialien*. <https://www.iqs.gv.at/downloads/bildungsberichterstattung/nationaler-bildungsbericht-2021>

For Ireland, basic and regulatory information on Migration and Education can be found at the following websites:

Central Statistics Office. (2022, July 25). *Home*. <https://www.cso.ie/en/index.html>

Educational Research Centre. (2021, June 25). *Home*. <https://www.erc.ie/>

For Spain, basic and regulatory information on Migration and Education can be found at the following websites:

INE - Instituto Nacional de Estadística. (2022, July 25). *INE. Instituto Nacional de Estadística*. <https://www.ine.es/>

Ministerio de Educación y Formación Profesional. (2022, July 25). *Estadísticas de la Educación*. <https://www.educacionyfp.gob.es/servicios-al-ciudadano/estadisticas.html>

The issue will be broken down to the level of the school and its neighbourhood reconnecting it in a next step to the wider historical and socio-political context.

The legal dimension of national migration regimes will be another topic with which the specific life-situation of families with migration background can be understood in the following dimensions of the struggle for permanent residence, family reunion, access to nationality, labour market mobility, political participation, health, anti-discrimination and education. The Migrant Integration Policy Index MIPEX helps to envision the opportunities and limitations specific national regulations in the respective countries entail and get the bigger picture.

Solano, G. & Huddleston, T. (2020). *Migrant Integration Policy Index 2020*. <https://www.mipex.eu/>

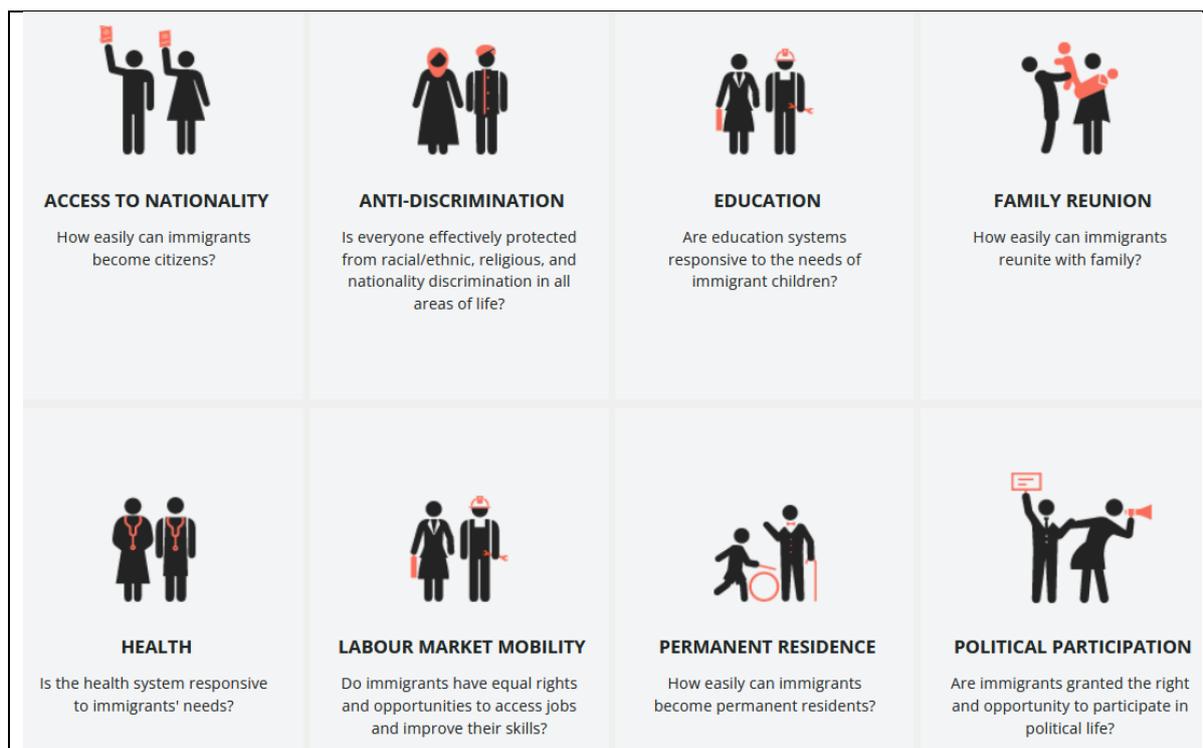


Figure 1: Policies (Solano & Huddleston, 2020)

For zooming in on specific documents regarding practices relevant for cultural responsiveness in schools, please consider the current country-specific jurisdictions.

## Activities and Methods

Estimated hours of work: 16 hours (2 h with module guidance and 14 h for assignment 1 and CReLES portal)	Timing
<b>Lesson</b> on the history of migration – global and national context highlighting parallels with today (poverty, labour-market demands, violence/war...). Followed by present-day school-statistics on migration/multilingualism highlighting disadvantage of migrant pupils and their causal explanations (socio-economic background, segregation, discrimination).	25 min.
<b>Individual Activity:</b> Please answer the following questions: <ul style="list-style-type: none"> <li>• What do you know about the migration history of the neighbourhood of your school?</li> <li>• What do you know about the migration history of the pupils and their families at your school?</li> <li>• How is the (economic, social, political, artistic...) history of the neighbourhood connected to the (migration) history of the families in the school(s)?</li> </ul>	15 min.
<b>Lesson</b> on legal framework and institutional provisions regulating the life of migrant families in your country compared to others as presented in the Migrant Integration Policy Index 2020.	20 min
<b>Group Activity:</b> Learners via internet are provided access to relevant national documents (Education Acts and regulations, Language Policy, curriculum philosophy and objectives) to study and highlight how diversity, equity and inclusion are presented in these documents.	30 min.

<b>Whole-class Activity:</b> Critique on regulations and education policies that promote inclusion, including the language policy concerning support for learning the language of instruction for pupils whose first language is different from the language of instruction.	20 min.
Learners are instructed about <b>Assignment 1</b>	10 min.
<b>Total</b>	<b>120 min.</b>

### Assignment 1:

Learners do research on the migration history of the neighbourhood of their school and its socio-economic and political context. Put together with reflections on the discourse on migration and migrants among students/teachers/parents/school-community they write an analytical essay about the dis/connection of facts and stories around this topic (approx. 2,000 words).

The report needs to be sent in to the module leader before Lesson 2.

### CReLES Portal

Course leader initiates a new thread on the online discussion board: Which policy/regulation do you think makes life harder for immigrant families? How does this impact the educational career and learning of pupils?

A short critique of one policy.

## Lesson 2: Social Justice

Information for modul leader
Objectives
<ol style="list-style-type: none"> <li>1. Learners become familiar with various concepts and principles of social justice.</li> <li>2. Learners develop and reflect upon               <ol style="list-style-type: none"> <li>a. challenges in their working environment/school</li> <li>b. possibilities to challenge injustice and oppressive systems and</li> <li>c. ways to empower students of all backgrounds.</li> </ol> </li> </ol>
Content
<p>These papers, material, and lesson give an insight into the basics of social justice, to recognize the connection between contexts of inequity with structures of power. In the way to get to know different (sometimes also contradictory) approaches and theories of social justice, the complexity of the topic becomes visible. From different perspectives it becomes also clear that there are various forms of oppressions which are not only connected with distribution of power, privileges and access to resources, but also to exploitation, marginalization, representation of knowledge, violence etc. In this process of understanding what social justice can mean, the learners develop a sense of the benefits of a socially just educational environment, reflect upon challenges in their working environment/school, possibilities to challenge injustice and oppressive systems and ways to empower students of all backgrounds.</p>
Essential readings
<p>For a better understanding, the articles and the video should be studied in the given order.</p> <p>Keehn, M. (2019). Social justice education and anti-colonial educational frameworks and pedagogy. In C. Pica-Smith, R. M. Contini, &amp; C. N. Veloria (Eds.), <i>Routledge research in international and comparative education. Social justice education in European multi-ethnic schools: Addressing the goals of intercultural education</i> (pp. 121–145). NY; Routledge. [Reading: 24 pages]</p> <p>Rawls, J. (2000). <i>A theory of justice</i> (Rev. ed., repr) (pp. 6–19). Oxford University Press. [Reading: 13 pages]</p> <p>Fraser, N. (2008). From Redistribution to Recognition? Dilemmas of Justice in a "Postsocialist" Age. In N. Fraser &amp; K. Olson (Eds.), <i>Adding insult to injury: Nancy Fraser debates her critics</i> (pp. 11–41). Verso. [Reading: 30 pages]</p> <p>Raja, M. A. (2020, January 31). <i>Redistribution and Recognition  Nancy Fraser  Axel Honneth</i>. <a href="https://www.youtube.com/watch?v=BFYGu8PU1vY">https://www.youtube.com/watch?v=BFYGu8PU1vY</a> [Video: 12 min. 12 sec.]</p> <p>Fraser, N. (2012). <i>Scales of justice: Reimagining political space in a globalizing world</i> (Repr) (pp. 12-23). Polity Press. [Reading: 11 pages]</p> <p>Bogotch, I., Schoorman, D., &amp; Reyes-Guerra, D. (2017). Forging the Needed Dialogue Between Educational Leadership and Curriculum Inquiry: Placing Social Justice, Democracy, and Multicultural Perspectives into Practice. In M. Uljens &amp; R. M. Ylimaki (Eds.), <i>Educational Governance Research. Bridging Educational Leadership, Curriculum Theory and Didaktik</i> (Vol. 5, pp. 283–307). Springer International Publishing. <a href="https://doi.org/10.1007/978-3-319-58650-2_8">https://doi.org/10.1007/978-3-319-58650-2_8</a> [Reading: 24 pages]</p>



<p><b>Individual Activity:</b> Record your answers and make them available to other module participants. You decide whether you want to name your school and yourself, or whether you would like to make it anonymous.</p> <p>Please watch all three videos first and then answer the following questions:          Kumashiro, K. (2020, February 20). <i>Four approaches to social justice education</i> [World Anti-Bullying Forum [Interviews WABF 2019]]. <a href="https://www.youtube.com/watch?v=GN-yhISqfz0&amp;list=PL_sM_31YhK91vkWfGpmL8ldt4rkrly3rG&amp;index=2">https://www.youtube.com/watch?v=GN-yhISqfz0&amp;list=PL_sM_31YhK91vkWfGpmL8ldt4rkrly3rG&amp;index=2</a> [Video: 2 min. 09 sec.]</p> <p>The Education Trust. (2019, May 17). <i>Knowing Your History &amp; Teaching Social Justice</i>. <a href="https://www.youtube.com/watch?v=4qByRWxN-gg">https://www.youtube.com/watch?v=4qByRWxN-gg</a> [Video: 3 min. 58 sec.]</p> <p>Giroux, H. A. (2014, March 4). <i>TAFTtalk with Henry Giroux</i>. <a href="https://vimeo.com/88171992">https://vimeo.com/88171992</a> [Video: 10 min. 03 sec.]</p> <ul style="list-style-type: none"> <li>• When you consider the curriculum, instructional materials, and knowledge provided to students at your school, are the diverse backgrounds of all students considered to the same extent, and how are they represented?</li> <li>• Does your school have strategies for dealing with inequities?</li> <li>• What projects does your school have that promote children's rights, appreciative communication, or other topics that foster aspects of social justice?</li> <li>• What did you notice about the posters in the school corridor in the second video? Are there any similarities or differences to the posters hanging in your school?</li> </ul>	<p>35 min.</p>
<b>Total</b>	<b>120 min.</b>

### Assignment 2:

Plan a two-day project for students to familiarize them with specific aspects of a social justice issue you have chosen.

Send the project design to the module leader.

See for example:

Interkulturelles Zentrum. (2014). *Handbook for International School Projects*. <https://iz.or.at/wp-content/uploads/2020/09/Handbook-for-International-School-Projects.pdf>

Development Education. (n.d.) Stories of Change. <https://developmenteducation.ie/features/stories-of-change/>

### Optional Task

If you are interested in gaining additional information about the other module participants' experiences, initiated school projects, strategies, etc. related to social justice, listen to the recordings provided by you and others.

## Lesson 3: Theory in developing culturally responsive schools (Equity consciousness and awareness of values such as social justice and fairness)

Information for modul leader
Objectives
<ol style="list-style-type: none"> <li>1. Learners become familiar with key terminologies: culture, intercultural, diversity, multicultural, cross-cultural, trans-cultural and pluri-culturalism.</li> <li>2. Learners can describe in their own words what cultural responsivity, equity, social justice and fairness mean and the links between them.</li> <li>3. Learners understand and can explain the need for culturally responsive school practices.</li> <li>4. Learners have insights into the impact of lack of cultural responsivity on pupils with migration/minority/refugee background learning experiences and achievement.</li> </ol>
Content and essential readings
<p>Brown, M., Altrichter, H., Shiyan, I., Rodríguez Conde, M. J., McNamara, G., Herzog-Punzenberger, B., Vorobyeva, I., Vangrando, V., Gardezi, S., O'Hara, J., Postlbauer, A., Milyaeva, D., Sergeevna, N., Fulterer, S., García, A. G. &amp; Sánchez, L. (2021). Challenges and opportunities for culturally responsive leadership in schools: Evidence from Four European countries. <i>Policy Futures in Education</i>. <a href="https://doi.org/10.1177/14782103211040909">https://doi.org/10.1177/14782103211040909</a></p> <p>Dimmock, C. A. J. &amp; Walker, A. (2005). <i>Educational leadership: Culture and diversity</i>. Sage publications. <a href="https://doi.org/10.4135/9781446247143">https://doi.org/10.4135/9781446247143</a></p> <p>Herzog-Punzenberger, B., Le Pichon-Vorstman, E. &amp; Siarova, H. (2017). <i>Multilingual Education in the Light of Diversity: Lessons Learned: Executive Summary</i> (NESET II report). Luxemburg. <a href="https://doi.org/10.2766/824918">https://doi.org/10.2766/824918</a></p> <p>Lopez, A. E. (2016). <i>Culturally Responsive and Socially Just Leadership in Diverse Contexts: From Theory to Action</i>. Palgrave Macmillan US. <a href="https://doi.org/10.1057/978-1-137-53339-5">https://doi.org/10.1057/978-1-137-53339-5</a></p> <p>Organisation for Economic Co-operation and Development. (2001). <i>Trends in International Migration</i>. <a href="https://www.oecd.org/migration/mig/2717624.pdf">https://www.oecd.org/migration/mig/2717624.pdf</a></p> <p>Organisation for Economic Co-operation and Development. (2015). <i>Indicators of Immigrant Integration 2015</i>. <a href="https://doi.org/10.1787/9789264234024-en">https://doi.org/10.1787/9789264234024-en</a></p> <p>Organisation for Economic Co-operation and Development. (2016). <i>Global competency for an inclusive world</i>. OECD. <a href="https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf">https://www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf</a></p> <p>Ontario Ministry of Education. (2013). <i>Culturally Responsive Pedagogy Towards Equity and Inclusivity in Ontario Schools</i>. <a href="http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_ResponsivePedagogy.pdf">www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_ResponsivePedagogy.pdf</a></p> <p>PISA statistics on the immigrant pupils' learning outcomes across Europe:            Organisation for Economic Co-operation and Development. (2019). <i>What students know and can do. PISA 2018 results / OECD: volume I</i>. <a href="https://doi.org/10.1787/5f07c754-en">https://doi.org/10.1787/5f07c754-en</a></p>

## Activities and Methods

Estimated hours of work: 10 hours (2 h with module leader and 8 h for self-study and participation in the MOOC accompanying course)	Timing
<b>Lesson</b> on trends in international migration and its impact on schools' demographics.	15 min
<b>Brainstorming:</b> What do you think can be the likely response of the schools to pupils with a migration/minority/refugee background?	20 min
<b>Lesson:</b> What does cultural responsiveness mean in a school context? Links between cultural responsiveness, social justice and equity and to build the rationale for culturally responsive leadership in schools (PISA statistics on the comparative achievement standards of immigrant and non-immigrant pupils, racism, early school leaving, over-representation of immigrant pupils in special needs classes and low level of motivation among migrant/refugee pupils). Cultural responsiveness as a strategy for improved learning outcomes for all cohorts of pupils.	30 min
<b>Group Activity:</b> Learners working in small groups discuss and critique the concepts: culture, social justice, equity, diversity, intercultural, multicultural, cross-cultural, trans-cultural and pluri-culturalism.	20 min
<b>Group Activity:</b> Learners work in small groups to discuss and list the hindering and facilitating factors for cultural responsiveness in schools.	20 min.
Introduction to the <b>CReLES Portal</b> . Course leader gives the orientation on the OERs available (MOOC, Evaluation Framework, Conceptual Framework) and the discussion board. He/she/they initiate/s a thread by posting her/his/their introduction. The course participants are asked to post their introductions as well.	15 min.
<b>Total</b>	<b>120 min.</b>

### Self-study task 1

After the introductory lesson on cultural responsiveness, other foundational concepts and impact of cultural responsiveness on pupils' learning outcomes, learners will be provided with the following research paper and report for self-study. This will enable them to develop a clear understanding of the significance of cultural responsiveness, equity and social justice for an inclusive school and provide them with exemplars about how they can amend the existing school practices to have parity of opportunities for every child in their school.

Brown, M., Altrichter, H., Shiyan, I., Rodríguez Conde, M. J., McNamara, G., Herzog-Punzenberger, B., Vorobyeva, I., Vangrando, V., Gardezi, S., O'Hara, J., Postlbauer, A., Milyaeva, D., Sergeevna, N., Fulterer, S., García, A. G. & Sánchez, L. (2021). Challenges and opportunities for culturally responsive leadership in schools: Evidence from Four European countries. *Policy Futures in Education*. Vorab-Onlinepublikation. <https://doi.org/10.1177/14782103211040909>

The Leadership Academy. (2020). *Culturally Responsive Leadership: A Framework for Principals*. <https://www.leadershipacademy.org/wp-content/uploads/2021/03/Culturally-Responsive-Principal-Actions.pdf>

Participation in the MOOC companion course.

## Lesson 4: Exploring Literature on Diversity, Equity, Inclusion and Intercultural Education

Information for modul leader
Objectives
Learners become familiar with and evaluate key national documents on diversity, inclusion, and intercultural education.
Content and essential readings
<p>Rittaco Real, M. &amp; Bolivar, A. (2018). School Principals in Spain: an Unstable Professional Identity. <i>International Journal of Educational Leadership and Management</i>, 6(1), 18–39. <a href="https://doi.org/10.17853/ijelm.2018.2110">https://doi.org/10.17853/ijelm.2018.2110</a></p> <p>Taliaferro, A. (2011). It Is Simple, But Not Easy—Culturally Responsive Leadership and Social Capital: A Framework for Closing the Opportunity Gap. <i>Academic Leadership: The Online Journal</i>, 9(4). <a href="https://scholars.fhsu.edu/alj/vol9/iss4/9">https://scholars.fhsu.edu/alj/vol9/iss4/9</a></p> <p>The following paper can be used as an exemplar as it provides a comparison of regulations, policies and practices with regards to cultural responsivity in three European countries: Austria, Ireland, and Spain.</p> <p>Brown, M., Altrichter, H., Shiyan, I., Rodríguez Conde, M. J., McNamara, G., Herzog-Punzenberger, B., Vorobyeva, I., Vangrando, V., Gardezi, S., O’Hara, J., Postlbauer, A., Milyaeva, D., Sergeevna, N., Fulterer, S., García, A. G. &amp; Sánchez, L. (2021). Challenges and opportunities for culturally responsive leadership in schools: Evidence from Four European countries. <i>Policy Futures in Education</i>. <a href="https://doi.org/10.1177/14782103211040909">https://doi.org/10.1177/14782103211040909</a></p> <p>The comparison is made using the following indicators:</p> <ul style="list-style-type: none"> <li>• Legislation and/ or policies impacting or supporting cultural diversity, cultural responsivity, social equity, justice and inclusion</li> <li>• National, district and/or regional level institution or agency managing cultural diversity and inclusion</li> <li>• National, district and/or regional regulation or policy on the use of student first language versus the language of instruction (linguistic inclusion)</li> <li>• Professional development of school leaders and teachers in cultural responsivity</li> <li>• Management roles in schools other than school leaders who can affect cultural responsivity (school counsellor/intercultural mediator)</li> </ul>

### Activities and Methods

Estimated hours of work: 16 hours (2 h with module leader and 14 h for assignment 3 and CReLES Portal)	Timing
<b>Lesson</b> on various regulations and education policies including, curriculum policy and guiding principles with regards to their approach to diversity.	30 min

<b>Group Activity:</b> Learners via internet are provided access to the relevant national documents (Education Acts and regulations, Language Policy, curriculum philosophy and objectives) to study and highlight how diversity, equity and inclusion are presented in these documents.	30 min.
<b>Whole-class Activity:</b> Critique on regulations and education policies that promote inclusion, including the language policy concerning support for learning the language of instruction for pupils whose first language is different from the language of instruction.	20 min.
<b>Lesson</b> on how the positive approach to diversity at systemic level policy discourse affects school practices with examples from the CReLES Literature review paper:  Brown, M., Altrichter, H., Shiyani, I., Rodríguez Conde, M. J., McNamara, G., Herzog-Punzenberger, B., Vorobyeva, I., Vangrando, V., Gardezi, S., O'Hara, J., Postlbauer, A., Milyaeva, D., Sergeevna, N., Fulterer, S., García, A. G. & Sánchez, L. (2021). Challenges and opportunities for culturally responsive leadership in schools: Evidence from Four European countries. <i>Policy Futures in Education</i> . <a href="https://doi.org/10.1177/14782103211040909">https://doi.org/10.1177/14782103211040909</a>	25 min.
Learners are instructed about <b>Assignment 3</b> .	15 min.
<b>Total</b>	<b>120 min.</b>

### Assignment 3:

Learners based on their prior experience and observation will write a reflective journal (approx. 2,000 words). Reflections on school practices (where they studied/teach/served as leaders) when equity and/or cultural responsiveness were/was supported and/or ignored.

The report needs to be sent in to the module leader before Lesson 5.

### CReLES Portal

Course leader initiates a new thread on the online discussion board: Which policy/regulation do you think is more supportive of cultural responsiveness? Why do you think so?

A short critique of one policy.

## Lesson 5: Culturally Responsive Leadership

Information for modul leader	
Objectives	
1.	Learners can explain the characteristics and qualities of culturally responsive school leaders.
2.	Learners know how to develop critical self-reflection to identify personal biases, assumptions and values.
3.	Learners can identify common forms of biases.
4.	Learners know the significance of positive personal traits such as empathy, growth mindset and emotional intelligence in supporting migration background/minority/refugee pupils.
5.	Learners know how to develop these positive traits in themselves and how to help others to develop them.
6.	Learners understand how to develop reflective and effective listening skills in themselves and how to help others to develop them.
7.	Learners can link the theory of cultural responsivity with their practice.
Content	
These papers highlight the characteristics (context-sensitive, community engagement and competence to cope with cultural diversity) and personal and professional qualities (critical, reflective, purposeful, inclusive and has emotional intelligence) of culturally responsive leadership.	
Essential readings	
Gray, D. (2009). Emotional Intelligence and School Leadership. <i>International Journal of Educational Leadership Preparation</i> , 4(4).	
Heggart, K. (2015). <i>Developing a Growth Mindset in Teachers and Staff</i> . <a href="https://www.edutopia.org/discussion/developing-growth-mindset-teachers-and-staff">https://www.edutopia.org/discussion/developing-growth-mindset-teachers-and-staff</a>	
Khalifa, M. A. (2018). <i>Culturally responsive school leadership. Race and education series</i> . Harvard Education Press.	
Li, N. (2020). Exercise Reflective Listening and Nonverbal Communication. <i>International Journal of Innovative Research and Development</i> , 9(8).	
Magno, C. & Schiff, M. (2010). Culturally responsive leadership: Best practice in integrating immigrant students. <i>Intercultural Education</i> , 21(1), 87–91.	
Ross, H. (2008). Proven strategies for addressing unconscious bias in the workplace. <i>CDO Insights</i> , 2(5), 1–18.	
Sellars, M. & Imig, S. (2021). School leadership, reflective practice, and education for students with refugee backgrounds: a pathway to radical empathy. <i>Intercultural Education</i> , 32(4), 417–429. <a href="https://doi.org/10.1080/14675986.2021.1889988">https://doi.org/10.1080/14675986.2021.1889988</a>	

### Activities and Methods

Estimated hours of work: 16 hours (2 h with module leader and 14h for self-study and CReLES Portal)	Timing
<b>Brainstorming:</b> What can be the qualities of a culturally responsive school leader?	10 min
<b>Lesson</b> on the qualities, characteristics and expectations of culturally responsive leadership in schools.	30 min.

<b>Group Activity:</b> Learners working in small groups will develop one scenario (per group) in schools with a diverse student population based on their knowledge of challenges and supports for culturally responsive leadership (lessons 1, 2 & 3). They will give that scenario to another group, and that group will come up with a solution of how they will deal with such a situation.	30 min.
<b>Lesson</b> on unconscious bias, how they originate, and how to identify and overcome them, especially the 'deficit bias'. Also, the personal traits of culturally responsive school leaders that help them minimise negative emotions and behaviours from their schools.	20 min.
<b>Role Play:</b> Learners will present the multiple perspectives (deficit vs asset) on migrant/minority/refugee pupils through a role-play and how a school leader handles the situation, followed by a whole-class discussion.	30-90 min.
<b>Total</b>	<b>120 min.</b>

## Self-study task 2

After a thorough exposure of learners to characteristics and personal traits of culturally responsive leadership and how school leaders can inculcate them in their practices, the learners will be provided with the following research papers as a self- study task.

Khalifa, M. A. (2018). *Culturally responsive school leadership. Race and education series*. Harvard Education Press.

- Introduction - Culturally Responsive School Leadership: pp. 13-25
- The Need for Critical Self Reflective School Leaders: pp. 59-79

Magno, C. & Schiff, M. (2010). Culturally responsive leadership: Best practice in integrating immigrant students. *Intercultural Education*, 21(1), 87–91.

## CReLES Portal

Participation in the MOOC companion course.

## Lesson 6: Culturally Responsive Pedagogy (Culturally responsive instructional methods and strategies)

Information for modul leader
<b>Objectives</b> <ol style="list-style-type: none"> <li>Learners gain insight into the school involvement of migrant/minority/refugee pupils.</li> <li>Learners become familiar with intercultural elements in general lessons, different approaches to language learning for pupils whose first language is not that of the classroom, culturally responsive assessment and classroom management strategies.</li> <li>Learners obtain experience in planning culturally responsive lessons and assessments.</li> </ol>
<b>Content and essential readings</b> <p>Papers that provide rationale and examples of culturally responsive pedagogy:</p> <p>Brown, M., Altrichter, H., Nayir, F., Nortvedt, G. A., Burns, D., Fellner, M., Gloppen, S. K., Helm, C., McNamara, G., O'hara, J., Herzog-Punzenberger, B., Skedsmo, G. &amp; Wiese, E. (2019). <i>Classroom Assessment that Recognises Cultural Difference: A European Perspective</i>. <a href="https://doi.org/10.13140/RG.2.2.14346.52164/2">https://doi.org/10.13140/RG.2.2.14346.52164/2</a></p> <p>Brown, M. R. (2007). Educating All Students: Creating culturally responsive teachers, classrooms, and schools. <i>Intervention in School and Clinic</i>, 43(1), 57–62. <a href="https://doi.org/10.1177/10534512070430010801">https://doi.org/10.1177/10534512070430010801</a></p> <p>Haran, N. &amp; Tormey, R. (2002). <i>Celebrating difference, promoting equality: Towards a framework for intercultural education in Irish classrooms</i>. Centre for Educational Disadvantage Research and Curriculum Development Unit.</p>
<b>CReLES Evaluation Framework</b> <p>DOMAIN 2: Leadership for culturally responsive teaching</p> <ul style="list-style-type: none"> <li>Standard: Culturally responsive pedagogy</li> <li>Standard: Curriculum and culturally responsivity</li> </ul>

### Activities and Methods

Estimated hours of work: 10 hours (2 h with module leader and 8 h for self-study and CReLES Portal)	Timing
<b>Brainstorming:</b> Learners brainstorm about challenges a migrant/minority/refugee pupil is likely to face in class, the benefits these students bring to class and school when they are in the minority. (If possible: Compare the experiences, challenges and benefits when students of migrant/minority/refugee background are the majority in school.)	15 min.
<b>Lesson</b> on different approaches to language learning, general learning support measures and examples of incorporating elements of diverse cultures in various subjects and lessons, culturally responsive assessment practices and classroom management.	30 min.
Introduction of <b>CReLES Evaluation Framework</b> relevant domain and standards.	15 min.
<b>Group Activity:</b> Learners working in small groups prepare and present a lesson plan (for 40 minutes) of a subject of their own choice with culturally responsive elements, including a brief culturally responsive assessment task.	40 min.

(Peer-)Feedback (learners give feedback to their peers on the lesson plans)	20 min.
<b>Total</b>	<b>120 min.</b>

### Self-study task 3

After the learners have developed and presented culturally responsive lesson plans, they are instructed to do self-study task 3. Through this task they will learn in detail about why and how culturally responsive teaching is significant for educational success of all cohorts of students. They will learn more examples of culturally responsive pedagogy.

Brown, M., Altrichter, H., Nayir, F., Nortvedt, G. A., Burns, D., Fellner, M., Gloppen, S. K., Helm, C., McNamara, G., O'hara, J., Herzog-Punzenberger, B., Skedsmo, G. & Wiese, E. (2019). *Classroom Assessment that Recognises Cultural Difference: A European Perspective*. <https://doi.org/10.13140/RG.2.2.14346.52164/2>

Gay, G. (2002). Preparing for Culturally Responsive Teaching. *Journal of Teacher Education*, 53(2), 106–116. <https://doi.org/10.1177/0022487102053002003>

Haran, N. & Tormey, R. (2002). *Celebrating difference, promoting equality: Towards a framework for intercultural education in Irish classrooms*. Centre for Educational Disadvantage Research and Curriculum Development Unit.

### CReLES Portal

- Participation in the MOOC companion course
- Accessing OERs

## Lesson 7: Creating Culturally Responsive School Environments

Information for modul leader
<b>Objectives</b>
<ol style="list-style-type: none"> <li>1. Learners gain insight into the value of a culturally responsive school environment.</li> <li>2. Learners become familiar with various aspects of culturally responsive school environments.</li> <li>3. Learners obtain experience in critically reviewing culturally responsive practices.</li> </ol>
<b>Content and essential readings</b>
<ul style="list-style-type: none"> <li>• CReLES Evaluation Framework <a href="https://creles.eu/evaluation-framework/">https://creles.eu/evaluation-framework/</a></li> <li>• CReLES OER (Open Educational Resources [OER])</li> </ul>

### Activities and Methods

Estimated hours of work: 20 hours (2 h with module guidance and 18 h for assignment 4 and CReLES Portal).	Timing
<b>Lesson</b> on creating culturally responsive school environments with a focus on the value of trust, empowerment, communication and shared sense of purpose.	30 min.
<b>Brainstorming:</b> Learners brainstorm about various areas that are to be included in equity audits.	15 min.
<b>Lesson</b> on the significance of equity audits and introduction of CReLES Evaluation Framework.	30 min.
<b>Group Activity:</b> Learners working in pairs review each other's Reflective Journal (see Assignment 3 - draft without module leader's comments) in light of the CReLES Evaluation Framework and give feedback.	30 min.
Learners will be instructed about <b>Assignment 4</b> .	20 min.
<b>Total</b>	<b>120 min.</b>

### Assignment 4

This assignment comprises two parts.

Part 1: Using the CReLES Evaluation Framework, evaluate their school practices for cultural responsiveness. Learners write a brief evaluation report (approx. 1,500 words), discussing how to modify their school practices to introduce or improve cultural responsiveness in their schools, along with areas of good practices and areas that need improvement.

Part 2: In light of their findings identify one or two areas that need improvement and develop an action plan with a rationale supported by literature (approx. 1,500 words).

The reports of both parts need to be sent to the module leader according to the time limit set.

### CReLES Portal

- Participation in the MOOC companion course
- Accessing OERs

## Lesson 8: Culturally Responsive Evaluation

Information for modul leader
<b>Objectives</b> <ol style="list-style-type: none"> <li>Learners gain knowledge of evaluation, types of evaluation, planning and implementing evaluation and how to make evaluation culturally responsive.</li> <li>Learners develop skills in the design of culturally responsive evaluation.</li> <li>Learners obtain experience in critically reviewing culturally responsive practices.</li> </ol>
<b>Content and essential readings</b> <p>This hand book provides a complete guide to what is evaluation, types of evaluation and how to conduct an evaluation.</p> <p>Frechtling, J. (2002). <i>The 2002 User Friendly Handbook for Project Evaluation</i>. <a href="https://www.nsf.gov/pubs/2002/nsf02057/nsf02057.pdf">https://www.nsf.gov/pubs/2002/nsf02057/nsf02057.pdf</a></p> <p>The following paper has both theoretical and practical applications of culturally responsive evaluation.</p> <p>Hood, S., Hopson, R. K. &amp; Kirkhart, K. E. (2015). Culturally Responsive Evaluation. In K. E. Newcomer, H. P. Hatry &amp; J. S. Wholey (Hrsg.), <i>Handbook of Practical Program Evaluation</i> (S. 281–317). John Wiley &amp; Sons, Inc. <a href="https://doi.org/10.1002/9781119171386.ch12">https://doi.org/10.1002/9781119171386.ch12</a></p>
<b>CReLES Portal</b> <ul style="list-style-type: none"> <li>CReLES Evaluation Framework <a href="https://creles.eu/evaluation-framework/">https://creles.eu/evaluation-framework/</a></li> <li>CReLES OER (Open Educational Resources [OER])</li> </ul>

### Activities and Methods

Estimated hours of work: 18 hours (2 h with module leader and 16 h for self-study and CReLES Portal)	Timing
<b>Lesson</b> on evaluation, types of evaluation, planning and implementing evaluation and how to make evaluation culturally responsive.	30 min.
<b>Brainstorming:</b> Learners brainstorm ‘How can the school self-evaluation be culturally responsive?’	10 min.
<b>Group Activity:</b> Learners working in small groups based on their prior experience and learning design a project for educational inclusion in detail with objectives, activities and tasks to be carried out, people responsible and their roles, timeframe for each tasks/activity, resources, expected outputs and outcomes.	30 min.
<b>Group Activity:</b> Course Leader randomly distributes these scenarios among groups of learners and learners have to develop a (logic) model for the culturally responsive evaluation of the project.	30 min.
<b>Whole-class Activity:</b> Each group presents the (logic) model and other groups are encouraged to critique the model.	20 min.
<b>Total</b>	<b>120 min.</b>

## Self-Study Task 4

After a comprehensive lesson and hands-on experience of evaluation, the learners will be provided with the following research papers as a self-study task.

Frechtling, J. (2002). *The 2002 User Friendly Handbook for Project Evaluation*.  
<https://www.nsf.gov/pubs/2002/nsf02057/nsf02057.pdf>

Hood, S., Hopson, R. K. & Kirkhart, K. E. (2015). Culturally Responsive Evaluation. In K. E. Newcomer, H. P. Hatry & J. S. Wholey (Hrsg.), *Handbook of Practical Program Evaluation* (S. 281–317). John Wiley & Sons, Inc. <https://doi.org/10.1002/9781119171386.ch12>

## CReLES Portal

Participation in the MOOC companion course.

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- Bogotch, I., Schoorman, D. & Reyes-Guerra, D. (2017). Forging the Needed Dialogue Between Educational Leadership and Curriculum Inquiry: Placing Social Justice, Democracy, and Multicultural Perspectives into Practice. In M. Uljens & R. M. Ylimaki (Hrsg.), *Educational Governance Research. Bridging Educational Leadership, Curriculum Theory and Didaktik* (Bd. 5, S. 283–307). Springer International Publishing. [https://doi.org/10.1007/978-3-319-58650-2\\_8](https://doi.org/10.1007/978-3-319-58650-2_8)
- Brown, M., Altrichter, H., Nayir, F., Nortvedt, G. A., Burns, D., Fellner, M., Gloppen, S. K., Helm, C., McNamara, G., O'hara, J., Herzog-Punzenberger, B., Skedsmo, G. & Wiese, E. (2019). *Classroom Assessment that Recognises Cultural Difference: A European Perspective*. <https://doi.org/10.13140/RG.2.2.14346.52164/2>
- Brown, M., Altrichter, H., Shiyani, I., Rodríguez Conde, M. J., McNamara, G., Herzog-Punzenberger, B., Vorobyeva, I., Vangrando, V., Gardezi, S., O'Hara, J., Postlbauer, A., Milyaeva, D., Sergeevna, N., Fulterer, S., García, A. G. & Sánchez, L. (2021). Challenges and opportunities for culturally responsive leadership in schools: Evidence from Four European countries. *Policy Futures in Education*. Vorab-Onlinepublikation. <https://doi.org/10.1177/14782103211040909>
- Brown, M., McNamara, G., O'Hara, J., Hood, S., Burns, D. & Kurum, G. (2019). Evaluating the impact of distributed culturally responsive leadership in a disadvantaged rural primary school in Ireland. *Educational Management Administration & Leadership*, 47(3), 457–474. <https://doi.org/10.1177/1741143217739360>
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- Educational Research Centre. (2021, June 25). Home. <https://www.erc.ie/>
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