



EXPANDING BORDERS

Janice Darmanin

EFFECTIVE LEADERSHIP

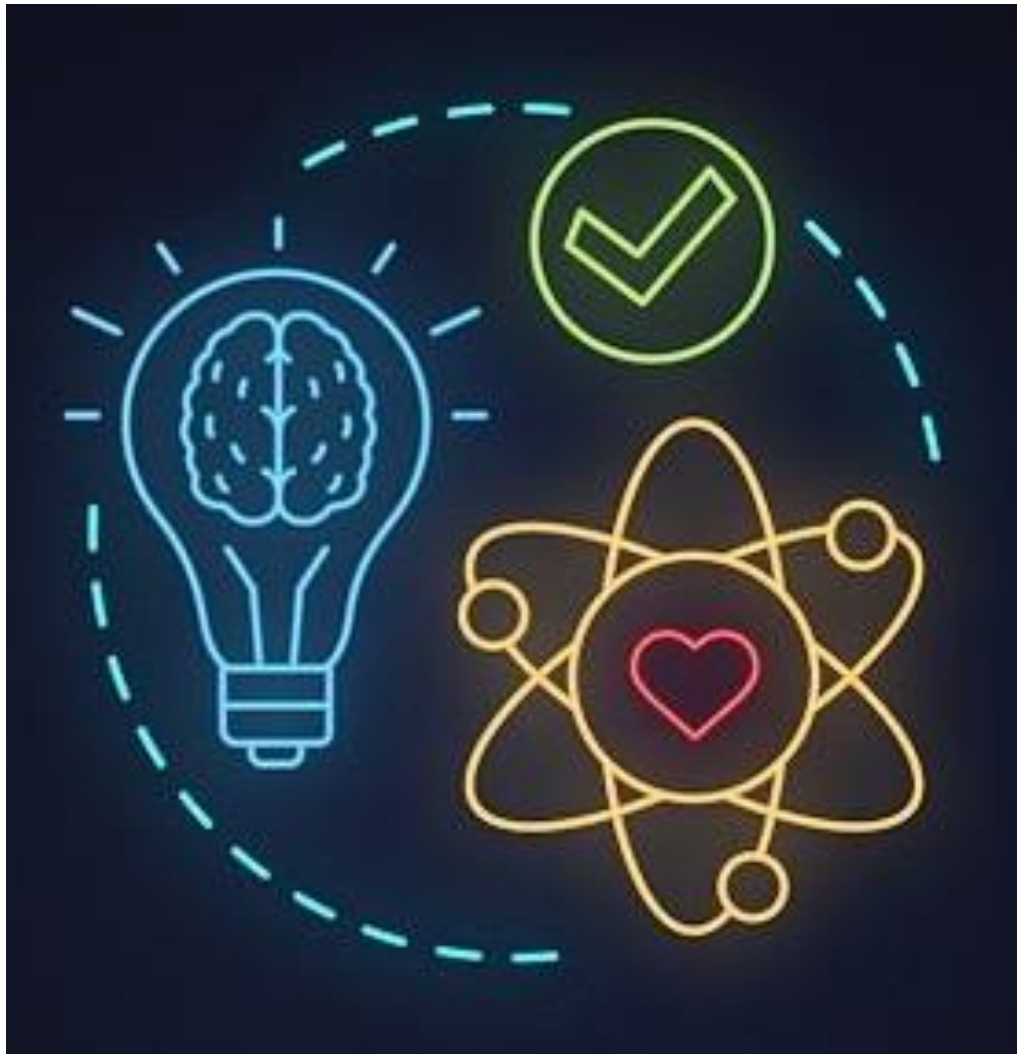
positive



'PEOPLE FAIL TO GET ALONG WITH EACH OTHER BECAUSE THEY FEAR EACH OTHER. THEY FEAR EACH OTHER BECAUSE THEY DON'T KNOW EACH OTHER. THEY DON'T KNOW EACH OTHER BECAUSE THEY HAVE NOT PROPERLY COMMUNICATED WITH EACH OTHER.'

(MARTIN LUTHER KING 1958 P. 401)

To be an exceptional and effective leader, especially with regards to one's relationship with those you are leading, one must have a positive attitude, be honest, respectful and have a sense of empathy towards all stakeholders involved.



THE RESEARCH QUESTION AND OTHER ISSUES

Is Cultural Intelligence affecting the Leadership Styles in a Maltese Primary School?

- Does having a variety of different cultures in a school affect the leadership styles of the School Leader?
- How does this happen?
- Do leaders shape culture, or are they shaped by it?
- How should leadership styles be adapted in the education sector?
- Does leading with cultural intelligence leave a positive effect in a school with students from different cultures?



CULTURE & CULTURAL INTELLIGENCE



Göksoy (2017) determines culture as a sum of tangible and intangible values of a society, which are passed on from one generation to another.

Raymond Williams (1958) recognises cultural worth of all human activity as socially equalising.

'...being skilled and flexible about understanding a culture, learning more about it from your on-going interactions with it, and gradually reshaping your thinking to be more sympathetic to the culture and your behaviors to be more skilled and appropriate when interacting with others from the culture.'
(Thomas and Inkson 2003 p. 14)

Mai Moua (2012) describes cultural intelligence as one's ability to successfully adapt to unfamiliar cultural settings.

UNDERSTANDING THE CHILD'S NEED OF A SENSE OF BELONGING



The psychological wellbeing of immigrant students is affected not only by differences between their country of origin and country of destination, but also by how well the schools and local communities in their country of destination help them to overcome the myriad obstacles they face in succeeding at school and building a new life. (OECD 2015 p.6)

The need of culturally adaptive learning approaches that spurs every individual in the learning situation to achieve his/her full potential. (Vassallo 2014 p. 148)



THE EDUCATIONAL RESEARCH

Online Survey with the School's educators

Questionnaire to the Head of School

Interviews with three parents from different cultures whose children attend the school



THE FINDINGS AND DISCUSSION



Managing an organisation is not merely a series of mechanical tasks but also a set of human interactions (Bell and Harrison 1998; Dufour 2004).

The survey:

- Findings showed a majority chose personality traits that are conducive to having cultural intelligence
- There should be a significant positive relationship between cultural intelligence and transformational leadership

Questionnaire with the Head of School:

- Importance of becoming knowledgeable about other cultures, whilst showing empathy, providing a sense of community at school, fairness and confidence

Parent Interviews:

- Mother A appreciates that her son is not discriminated against at school
- Mother B gave a lot of importance to values and reciprocating respect.
- Mother C (who is Maltese) still expressed her concerns upon observing an increase of students from different cultures attending the school.
- All three mothers felt that there is a strong element of respect between different cultures.
- In general these interviews showed that parents and their children feel a sense of belonging at school.

Lesson
Plans

Activities

Attitudes

Promote
Diversity

A MANAGEMENT PLAN

To create a
Culturally Responsive School

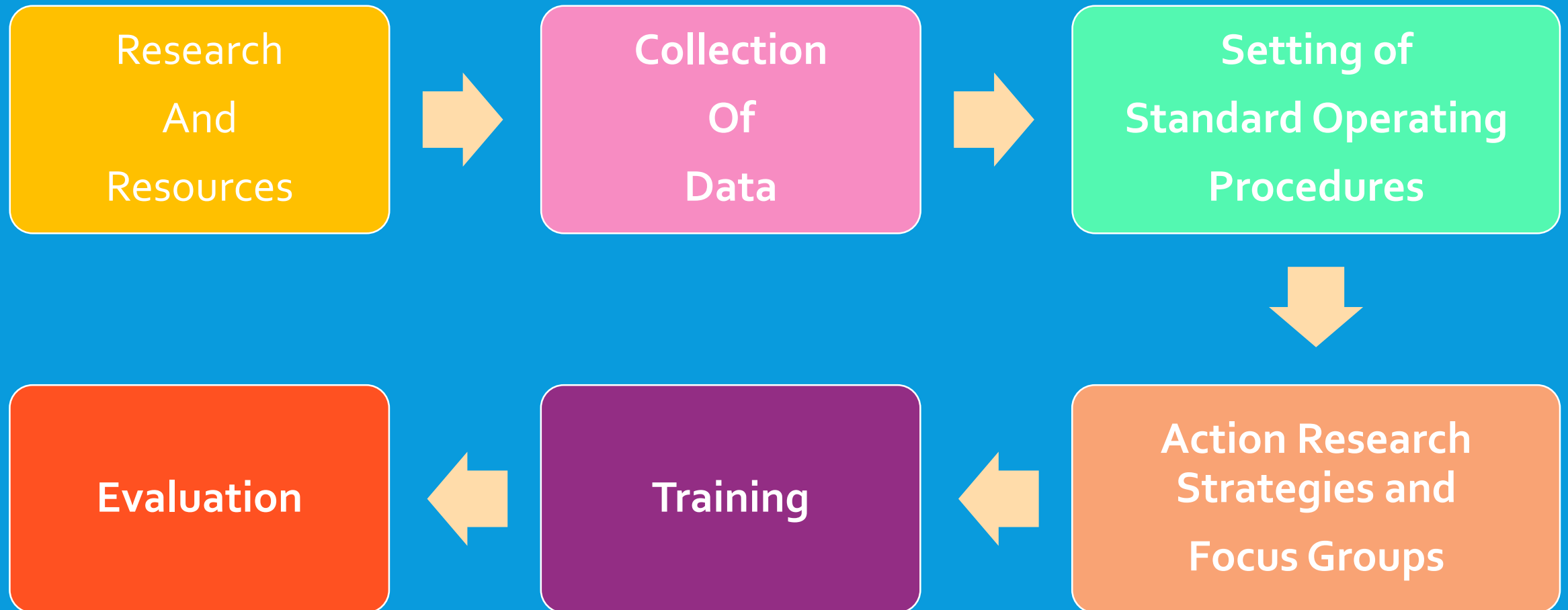
Give
Prominence

Celebrate

Values

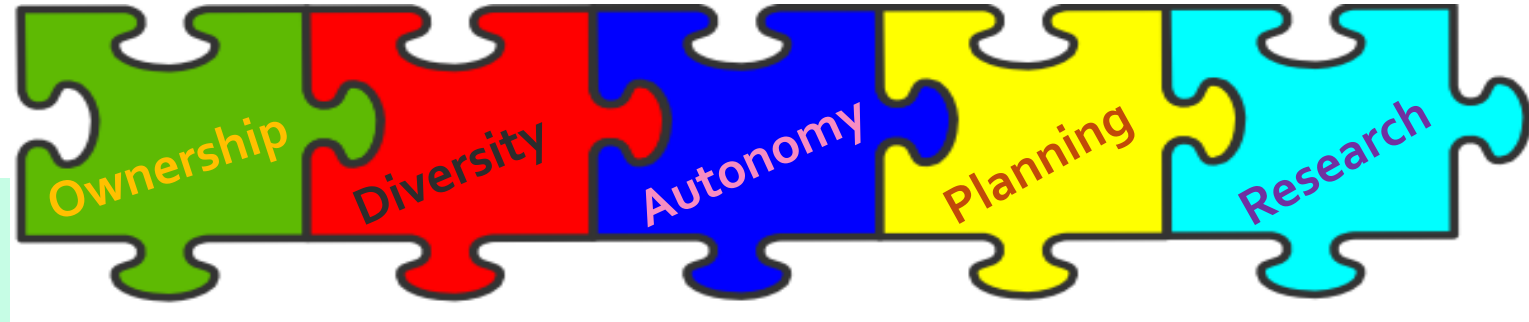
A MANAGEMENT PLAN

An inclusive school looks different every day. What is common to every day, however, are the values and principles which underpin the inclusive learning environments that are created for learners and how people work together (IBE-UNESCO 2016 p.13)



STRATEGIES & OPERATING PROCEDURES

WHAT CAN WE DO?

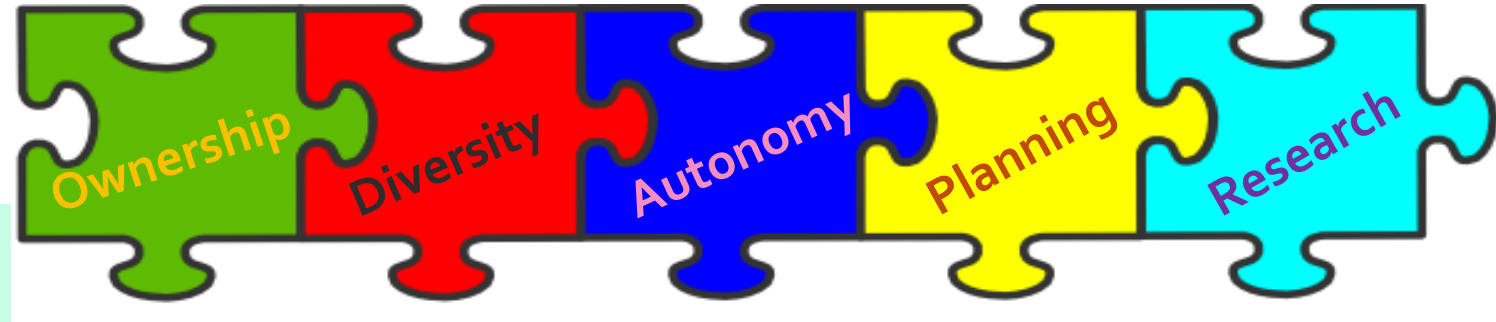


- A Vision and Mission Statement
- Make sure the School Development Plan is conducive to effective multicultural practices
- Staff training on multiculturalism
- Involve the community
- Communicate fairly with all parents of the students at school
- Have an open-door policy at school
- Create parent volunteer groups at school
- Have parents take part in key decisions about what is done at school



STRATEGIES & OPERATING PROCEDURES

WHAT CAN WE DO ?



- ✓ Create action teams in which parents are active participants
- ✓ Organise regular School days during which parents take part in class or school activities
- ✓ Provide parents with seminars and discussions
- ✓ Have parents give sessions to students about their cultural background
- ✓ Create better means of communication between the teacher and the parents
- ✓ Other strategies which you deem fit for your situation in school
- ✓ SELF-EVALUATE





'barriers to learning'

(Donald et al. 2002 p.4)

BARRIERS TO SUCCESSFUL IMPLEMENTATION

Having rigid and inflexible pedagogies which prevent us from meeting all learners' diverse needs.

Educators' inflexible styles of teaching and classroom management.

Inappropriate assessment procedures, for example confusing underachievement with problems resulting from having a language barrier.

Educator's personal attitudes, aptitudes and beliefs.

Lack of Human resources to support teachers, especially from external departments which should be catering for this need.

High expectations and putting the blame on low socio-economic factors in the community

Peer Sensitisation and

Lack of Parental involvement and allowing negative attitudes to flourish.

CREATING A CULTURALLY RESPONSIVE COMMUNITY AT SCHOOL STARTS FROM YOU!

Training will consolidate and help educators become culturally responsive teachers

Transformational Leadership by use of Cultural Intelligence will set the example!



ALL ON BOARD!

Schools should foster an environment wherein different ethnicities and cultures are recognised and cherished, and have the logistical means (interpreters, cultural assistants, etc.) to achieve such goals. Schools should also abandon outdated monolithic, romantic and stereotyped paradigms and models, and equip children to critically and analytically see through these.

(Grech and Calleja 2010 p.15)

