

A Global Context for Instructional Leadership: Implications for Teaching and Teacher Preparation

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Abstract: Various school systems across the world are facing a plethora of global changes and realities that dictate rethinking instructional practices and professional training of teachers. Pressures on schools to promote conceptual knowledge and relevant skills for all students to be successful in the technologically advanced world in order to succeed in the competitive world continue to mount. Similarly teachers are constantly facing the challenges dictated by the universal culture that exerts a huge power on learning and teaching as manifested in today's classrooms. Thus there is a need for paradigm shift which underscores the need to prepare globally competent students and teachers in the technologically advanced world. This paper focuses on the vital role of teachers as instructional leaders who undertake their tasks and responsibilities within the local and global contexts of schools. It delineates a workable model for teaching and teacher preparation in global environments by establishing a set of goals for both students and teachers as a blueprint for skillful interaction in the complex world. Drawing on pertinent research and literature in the field, the discussion introduces an instructional leadership model conducive to producing promising educational outcomes. Finally, implications for curriculum planning, pedagogical practices, and teacher education are drawn while suggesting specific guidelines and ingredients for educational success.

Keywords: teacher education, global competence, global education, multiculturalism, instructional leadership

INTRODUCTION

A natural role teachers play is to lead their students to become empowered citizens. Their role transcends teaching academic skills to and basic content knowledge to embrace a larger set of competencies. Teachers as leaders seek to engage their students intellectually, academically, emotionally, and most importantly socially. Various models of educational reform have recognized these aspects of teacher empowerment as a way to maximize instructional leadership and learning outcomes in schools (Astin & Astin, 1996; Banks, 2007; Goodlad, 1990, 1996; Marzano, 2005). This is indeed an integral part of teachers' leadership roles in various educational settings. Of course, teachers are professional instructional leaders who invest in one of the most valuable resources a society may have - its children. They also inculcate a set of values, morals, dispositions, skills, and responsibilities to accomplish their tasks. They possess a set of cognitive and affective traits that reflect the best of humanity.

In global settings, the task of teaching and leading can become challenging to say the least. Sociopolitical factors, group dynamics, and cultural expectations, among others, can determine the ease or difficulty of such task. However, there are many conditions that may tempt teachers as leaders to relinquish the pillars of their professional duties. For example, many teachers have developed less responsible teaching styles and revealed passive leadership roles to submit to the sociopolitical status quo in education. As such, they abstain in their teaching from any practices that may create any resistance in the learning/teaching situations. In other words, they seek conformity rather than responsibility. What may be at risk here is the learning outcomes that are generally viewed as the result of teaching.

Since how one teaches is often measured by how those being taught learn, it is critical to examine the context of teaching and teacher education and embrace a sound paradigm that has promising educational consequences. Indeed, only the professionally empowered educators have the ability to

empower their students and provide them with effective educational leadership skills necessary to promote globally competent citizenship. This process will result in creating empowered students who can undertake learning tasks independently, and play their academic and social roles efficiently. Accordingly, teachers as instructional leaders must not undermine this educational outcome by providing minimum conditions for success in terms of responsible teaching and leadership paradigms which are essential for empowerment, equity and social justice.

This paper explores these issues and capitalizes on the critical role instructional leaders play in schools today. First, an overview of the context of the discussion will be provided in terms of a theoretical framework for understanding instructional leadership in schools. Second, an operational definition of instructional leadership pertinent to teachers' roles will be provided along with how teacher leadership is manifested in classrooms and beyond. Third, a model for instructional leadership in a global setting will be suggested. Then, a set of goals for empowering students and educators will be outlined. Finally, pedagogical implications will be drawn in light of various forces that affect school outcomes.

CONTEXT AND BACKGROUND

For the purpose of this discussion, it is important to note that teachers as instructional leaders are defined by the very nature of the profession and its mission, vision, and goals which, of course, vary across various global contexts. To consummate positive educational outcomes in schools, instructional leaders must acquire professionally empowering abilities before they can inculcate educational and social values and skills in their students (Suleiman, 2009). Such skills and values, among many others, include independence, responsibility, professionalism, integrity, leadership, and most importantly empowerment (Hord et al., 1989; Martin, 1991). Thus, instructional leaders must not yield to sociopolitical pressures and conditions that may thwart their professional tasks and educational leadership duties. They seek nothing less than excellence, equity, and social justice in their function as cultural brokers. They offer the best of themselves to get the best out of others. Selfless, they show empathy and resent apathy. They are caring and compassionate. They maintain altruism and avoid tergiversation.

However, there are numerous frameworks that define leadership in society's educational, economic, and social institutions. While theorists may vary based on their focus within the context of the institution, they might agree on universal aspects of effective leadership roles of teachers and teacher educational programs. The multiple perspectives also tend to suggest that the essence of what good leaders should be and how they play their roles effectively is universally acceptable.

In pluralistic societies, instructional leadership may be shaped by the collective wisdom of citizens using democratic principles as pillars for educational and social institutions. Leadership roles at all levels are also judged by how well all members of society are equitably served and advanced by the vision of those who work towards meaningful education for all students. Furthermore, leaders are not only the byproduct of society's democratic upbringing, but also an embodiment of the pluralistic ideals and aspirations of its members and institutions. Consequently, for any civilization to continue to survive and thrive, its empowered instructional leaders who represent the collective mission and goals of society are at the center stage of history.

Historically, most civilizations have integrated emancipation of all individuals in schools including teachers and students. The process, for the most part, has focused on effectively preparing teachers who skillfully integrate pedagogical practices that cultivate students' abilities and talents for the ultimate welfare of society. In addition, the curriculum and instruction often embed far-reaching goals that revolve around understanding the world of reality and functioning meaningfully at a global level. Accordingly, for children to perform their social functions effectively, they must acquire civic skills and academic skills to succeed in the competitive world around them. This process begins at home and continues throughout school. Because teachers are a major part of this nurturing process, they must undertake their instructional roles within a larger context that is consistent with such expectations; for example, they should be responsive to the diverse realities and what students bring to the learning teaching situations (Garcia, 1991;

Garcia et al, 2010). Schools also must create conditions conducive to empowering the minds and hearts of individuals to attain their full intellectual potential as global citizens. This involves both cognitive and social upbringing that begins in the early stages of the child's education. Schools have the responsibility to foster the child's cognitive, emotional, academic, linguistic, spiritual, social, and other needs that are not to be hampered by any sociocultural limitations and pressures.

Thus, there are three major requirements for responsible teaching and teacher education in global settings. First, *the logos of educational leadership* require teachers to be intellectually appealing given their exemplar of knowledge about what they teach and how they undertake their instructional roles and responsibilities. This is especially true with the information explosion and the ever-increasing technological advancements around us. This in turn requires students to *cope with* the exigent yet rewarding intellectual nuisance as they are challenged to learn and become educationally and socially competent world-class citizens. Second, *the pathos of educational leadership* requires teachers to be *affective* in the learning/teaching contexts – displaying personality traits and dispositions conducive to meaningful human interactions. This has become an imperative given the need to narrow the gap between various local micro-cultures and the macro-culture of the global world. Accordingly, teachers must create needed intellectual and emotional tension in students to explore their unlimited cognitive and social abilities in relation to those who are different from them. They also must sensitize themselves and their students to multicultural realities that make up the collective human experience. Finally, *the ethos of educational leadership* is the culmination of the teacher's ethical, moral, and professional appeal to all learners as they teach/lead in the diverse learning/teaching environment. In fact, teachers who are professionally ethical entice students to learning, provide a good model for respect, honor and value diversity, believe in all students' optimal potential for success and excellence, provide the necessary caring environment, prepare students for civic functioning, and strive to equitably meet learners' cognitive, emotional, social, academic ... and other needs (Banks, 2007; Fullan, 2008; Hargreaves & Fullan, 2012; Goodlad et al, 1990). These models should be dynamic and comprehensive given the demographic, economic, social, and technological forces affecting schools worldwide.

APPROACH AND METHODOLOGY

The methodology and approach that underlie the philosophical stance and conclusions drawn in this paper and throughout the discussion are primarily two-fold. First, the main thrust of the argument is based on integrating and synthesizing relevant literature regarding the place of instructional leadership, that pertains to teachers, in light of the current trends and practices in teaching and teacher preparation. A hermeneutic interpretation of the main elements in existing key research and literature is integrated within the context of the issues presented. The bulk of information grounded in literature and research on teachers' roles calls for investing in teachers as change agents while equipping them with relevant knowledge and skills necessary for educating all of their students.

Secondly, the author draws on his personal experiences, observations, attachments and contributions to teacher education throughout his professional life. In addition, insights from his interactions, reflective conversations with professional colleagues, anecdotal records are embedded in the discussion. More importantly, as an active participant observer, the author has extensively participated in the implementation of various teacher quality initiatives, teacher induction programs, professional learning communities and grants, accreditation tasks and mandated teacher quality professional standards that require rigorous program revisions based on data collected about the effectiveness of instructional leadership and teacher education in diverse, global settings. Many researchers (see e.g. Peshkin, 1988; Clandinin & Connelly, 1994) have underscored the value of personal experience and the *self* as a *positioned subject*, rather than *detached*, when engaging in researching and interpreting sources of evidence and literature. For example, Rosaldo (1989) spoke about the importance of "*life experiences*" in enabling "*particular kinds of insight*" in the process of conceptualizing and accounting for an epistemology about given phenomena.

Notwithstanding the limitations of the methodology, it is hoped that readers reflect on their own philosophical underpinnings as they relate to their roles as professionals in the Pre-K-20 educational community. It is through embracing diverse perspectives, pluralizing approaches, and engaging in reflective discourse that we all reach a better understanding of the growing complex realities facing instructional leaders everywhere.

INSTRUCTIONAL LEADERSHIP: AN OPERATIONAL DEFINITION

There are many views on instructional leadership especially those echoed by educational reformists and researchers. Also definitions vary based on one's leadership roles and functions. For example, a definition of a school principal or headmaster, a department or division head, and/or any other administrator (e.g. dean of instruction, superintendent, etc.) may conjure up certain nuances in the way each of these leaders undertake their duties and responsibilities.

Yet, the traditional roles of administrators such as principals/headmasters have revolved around the positional authority within the administrative hierarchical structure of the school system at hand. These leaders typically seek to foster shared visions and invest in human capitals and resources. They also have a strong belief that the main thrust of school and its purpose is to meet the various academic, social, cultural, spiritual and other needs of all students. To do so, they function as a conduit among various participants (e.g. teachers, superintendents, state officials, community leaders and other stakeholders) to facilitate the communication process and the implementation of the overall school reform initiatives. Their daily routines and duties, among many others, involve planning and overseeing the school functions, managing the premises, allocating resources, conducting meetings, scheduling, evaluating teachers, recruiting teachers and staff, and working with continuities at the school site, district, and state. Coming out of the teaching realm, these education leaders are teachers first and foremost, thus they can be instrumental in enhancing their instructional leadership roles along with those of their teachers and faculty. At the same time, they seek to create a climate for teachers and students to meet the expected standards and maximize the school's learning/teaching results. In short, the instructional leadership roles of principals/headmasters and teachers intersect in many ways and are generally cast to the same mold of similarities at the deeper level especially when the shared vision and mission of a given school and district are to be implemented and accomplished. Consequently, these roles should be complementary, rather than contradictory, to each other.

Reflecting on the prevailing perspectives about leadership in learning organizations, Senge (1990, p. 340) states that "Our traditional view of leaders as special people who set the direction, make key decisions, and energize the troops, are deeply rooted in an individualistic and nonsystematic world view . . . at its heart, the traditional view of leadership is based on assumptions of people's powerlessness and their lack of personal vision, and inability to master the forces of change, deficits which can be remedied only by a few great leaders" (p. 340). This underscores the need to revisit the way instructional leadership is defined. It also defies the assumption that teaching is for teachers and leading is for administrators. Thus there is a need to shift from the traditional roles that tend to revolve around passive managerial tasks to active leadership roles conducive to preparing instructional leaders in light of the change forces affecting schools and society at large (Gupton, 1995; Fullan, 2001; Gray, 2011).

While every great leader is clearly teaching--and every great teacher is leading (Gardner, 1993), teachers as instructional leaders who seek to bring about desired change need "to push for the kind of professional culture they want, sometimes in the face of unresponsive principals, communities and school districts" (Fullan, 1994, p. 81). In contrast to the principal/headmaster leadership, teacher leadership takes the center stage in monitoring student progress and learning outcomes that ultimately affect school wide and district wide policies and decision-making. Principals/headmasters should serve as advocates and foster a professional culture that promotes teacher and student creativity away from the political and hidden agendas that may hamper these efforts.

Notwithstanding the seemingly conflicting roles at times, instructional leadership needs to be further explored in relation to the unique functions of teachers. While teachers collaborate with others who intend to making real changes that affect a mutual purpose (Rost, 1993), teacher leadership should be defined as the ability to engage collaboratively with colleagues and others to collectively promote more engaged student learning by integrating powerful pedagogical practices that are relevant to the unique needs of their diverse students (Wasley, 1991; Astin & Astin, 1996; Fullan, 2007). Accordingly, within the context of the argument throughout this paper, an *operational definition* that distinguishes the unique roles of teachers as instructional leaders can be proposed as *a collaborative and transforming change agent who actively participates in various capacities in the classroom and beyond and plays a critical role in empowering all students and the school culture by achieving a common shared vision to maximize learning and teaching outcomes.*

MANIFESTATION OF TEACHER INSTRUCTIONAL LEADERSHIP

Recent educational reform initiatives tend to capitalize on teachers' roles by providing them greater opportunities to enhance their instructional leadership. They play multiple roles and engage in various activities and functions that can be manifested in the classroom and beyond. The manifestation of their expansive role can be seen when teachers serve in a wide range of capacities that include, but not limited to, the following:

Leading to empower their students: Since the classroom is where the action occurs, teachers are positioned in a vital place for leading the transformation process by bringing about the desired change in their students based on their diverse needs and abilities. They have the advantage of being insinuated in the realm of the classroom culture as they build first hand and real-life daily experiences about the dynamics of learning and teaching.

Maintaining continuity between home and school: In this capacity, teachers as instructional leaders keep the lines of communication open as they join forces with parents to ensure students' success. The teacher-led parent conferences with parents are examples of how teacher leadership transcends working with students to include working with their parents as well. During these conferences and other interactions, teachers provide parents with necessary instructional support as they work with their children at home.

Mentoring and coaching others in the school community: Within the school community, teachers engage in various coaching and mentoring activities and functions by lending their expertise and sharing their insights to help their colleagues, staff and other participants. Fore example, being part of such programs as induction, teacher support, and teacher assessment, teachers have ample opportunities to demonstrate their instructional leadership and talents.

Serving as team leaders in school initiatives and programs: Teachers have always played instrumental instructional leadership roles when they take the lead in evaluating and implementing program initiatives. They often chair key curriculum committees and serve as members of task forces for adopting and implementing new curricular materials and resources.

Engaging in learning communities and professional development activities: As life-long learners, teachers engage in a continuous learning journey by participating in processional development activities to enhance their roles. They also become part of planning and conducting professional development for others such as their peers and other staff. These engagements result in a clear manifestation of leadership skills in action.

Collaborating with practitioners in the areas of teacher preparation: The partnerships between schools, districts, and institutions of higher education (IHEs) provide great opportunities for teachers to demonstrate their instructional leadership especially in the area of teacher preparation. Teachers play a key leading role in working with university faculty and supervisors of student teachers, interns, and paraprofessionals; they invest an enormous amount of time and energy in various avenues of this endeavor

such as participating in implementing the teacher performance expectations and assessments, the co-teaching models, the learning-to-teach continuums in addition to providing supervision and guidance for prospective teachers.

Engaging in reflective practice and action research to transform schools: Teachers in their classrooms are in strategic positions for cultivating and manifesting their leadership roles as action researchers to bring about desired change. Teachers are no longer viewed as consumers of research but rather are producers of research that is actionable and necessary for school reform. In other words, they no longer *read the news*, but *make the news* as they bring their classroom experiences, insights, findings, and observations to the forefront of educational reform discourse; they lead in various discussion forums (e.g. school and district wide meetings, professional conferences and publications, community and stakeholder events...etc.).

CONCEPTUAL FRAMEWORK

Although there are many conceptual frameworks that overarch teachers' roles as instructional leaders, the current discussion primarily draws upon the premise of the multicultural approach to reform pluralistic schools through investing in teaching and teacher preparation to maximize student performance outcomes (Banks, 1995; Nieto & Bode, 2008; Darling Hammond, 2009; Grant & Gomez, 1996). In particular, Banks (1995, 2007) conceptualization of multicultural education serves as a viable foundation for educating students and teachers alike as well as highlighting the instructional leadership roles in global diverse settings. This requires a comprehensive approach in which the education process is multifaceted in nature and consists of various interconnected dimensions. According to Banks (1995), these dimensions that generally shape the multicultural framework include: *content integration, the knowledge construction process, prejudice reduction, an equity pedagogy, and an empowering school culture and social structure*. Albeit being all equally important, perhaps one of the most fundamental dimension within the multicultural construct is the knowledge construction process since it relates to "the extent to which teachers help students to understand, investigate and determine how the implicit cultural assumptions, frames of references, perspective, and biases within a discipline influence the ways in which knowledge is constructed within it" (Banks, 1995, p. 5).

Apart from the set of professional skills (e.g. organizational skills, interpersonal, administrative skills) and values (e.g. ethical and moral obligations) acquired, the instructional leadership roles of teachers can be manifested by acting upon their knowledge base and belief systems that are sensitive to the diverse students' needs, to the demands of the learning/teaching situations, and to the school culture (Lieberman, Saxl, & Miles, 2000; Fullan, 2007). In addition to their proficiency within the interconnected domains, teachers' instructional leadership functioning, according to Fullan (2008), can be exhibited through their profoundly developed knowledge of learning and teaching, awareness about their collegial collaborative roles, understanding of educational contexts, knowledge of the change dynamics that affect schools, commitment for continual, life-long learning and professional growth, and having an ethical and moral purpose.

Therefore, teachers should have the tools to undertake their instructional roles effectively as they lead students to become empowered citizens who interact meaningfully and successfully in various global contexts. This can be done through providing multiple learning opportunities to all students in a culturally responsive way. In fact, education reformists (e.g. Banks, 2007; Goodlad, 1990, 1996; Marzano, 2005) have always seen *teacher empowerment* as a precursor for maximizing teacher instructional leadership roles and student learning outcomes.

Additionally, the paper draws on the current framework that seeks to enhance the roles of *teachers as professional instructional leaders* in the changing world. Despite the "change wars" and competing arguments and frameworks (Hargreaves & Fullan, 2009), there seems to be a consensus in building on the premise that *those who teach lead* is key to transforming schools and bringing about the desired change (Fullan, 2008; Darling-Hammond, 2006; Wasley, 1991). In fact, Darling-Hammond's (2009)

professionalism hypothesis echoes such imperative to “invest” in teachers and enhance their instructional leaderships roles since almost “all countries are engaged in serious school reform initiatives to address demands for much higher levels of education for a much greater number of citizens—demands created by a new information age, major economic sifts, and a resurgence and redefinition of democracy around the globe” (p. 45). Consistent with the *multicultural construct*, the professional conception of teaching and teacher preparation serves as an approach that is “*knowledge-based and client-oriented*” in which instructional leaders join forces with other participants to meet the diverse needs of all students. Through their “rigorous preparation and socialization”, instructional leaders can increase the public’s “high levels of confidence” as they seek to “behave in knowledgeable and ethical ways” (p. 49) when they truly function as change agents.

Finally, it should be pointed out that a dynamic balance is necessary to empower all students and teachers in diverse settings. Furthermore, understanding students’ and teachers’ characteristics, feelings, attitudes, and experiences can help the programs in attaining the desired educational goals (Daling-Hammond, 2001, 2006; Darling-Hammond et al 2008; Gay, 1995; Garcia, 1991; Nieto & Bode, 2008). Most importantly, teachers and educators will be able to develop more democratic values and attitudes in themselves and their students so that they become more active participants in the pluralistic global society.

TOWARDS A GLOBAL INSTRUCTIONAL LEADERSHIP MODEL

Approaches to instructional leadership, especially those focusing on teaching and teacher preparation, have been largely influenced by existing models in society’s business and economic institutions. Nonetheless, effective management and leadership in these institutions require a set of guidelines that are essential for sustaining their efficacy and survival. The diversity of consumers of these institutions (e.g. students in schools) requires transformation and transition to ensure greater efforts and investments are made in the human capital they seek to serve.

Recognizing the need for such transition based on the diverse nature of society at large, Bordas (2007) suggests a helpful model of leadership in the global “multicultural age.” Although her suggestions involve business and other social institutions, they can have direct implications for teaching and teacher preparation in educational systems across the world. The growing multicultural nature of the schools today forms the basis for drawing on such model. On the one hand, schools are pluralistic institutions that are largely affected by social and economic forces. Thus teachers should be prepared to appreciate the impact multiculturalism can have on schools’ input and output and integrate pluralism in curriculum choices and instructional decisions. On the other hand, the structure of the educational system, its mission and goals along with the interaction among all participants in the professional community can contribute to the effective functioning of schools.

Hastings (2007) summarized Bordas’s account and her eight-way suggestions for a multicultural leadership model. Having the United States global approach in mind, her synthesis includes the following:

1. *Understand the roots of U.S. leadership styles.*

Expanding the leadership at your organization into a multicultural form requires an understanding of how Eurocentric and hierarchical leadership became dominant in the first place. Bordas says leaders need to learn about other cultures to adapt their leadership styles. “You can’t just go to a seminar for a day and come out understanding why the old Eurocentric leadership models won’t work in a globalized world.”

2. *Think we, not I.*

Black, Latino and American Indian cultures are generally collectivist in nature and more tightly woven than Eurocentric cultures. As a result, they cherish unity and harmony. “To maintain these elements, people behave politely, act in a socially desirable manner and respect others,” says Bordas. “People work for group success before personal credit or gain.”

3. Practice generosity, not greed.

In communities of color, being generous is an expected leadership trait that indicates integrity and garners respect. "Just as employees are generous with their hard work, company leaders need to show generosity by paying employees fair wages," she says. Multicultural leaders are also generous with their time and concern for employees and customers.

4. Flatten the leadership structure.

The U.S. leadership model is often associated with mega-bonuses, big offices and special parking places. These types of perks can result in economic and social chasms between leaders and employees. Today's high-powered CEOs are known for what they take," says Bordas. "But as the world flattens, successful companies will be those whose CEOs view themselves as just another part of the company and who place value in the expertise and innovation of their employees.

5. Help people learn to work better together.

Despite outward similarities, every employee, manager or CEO is unique. Successful businesses are those that teach employees to accept small differences and work together for the greater good of the organization.

6. Minimize conflict by reminding employees that they truly are "family".

Aside from heading up different projects and managing different departments, company leaders are expected to bring together employees who may not get along. "In multicultural leadership, one step toward minimizing conflict is encouraging people to view each other as relatives," says Bordas. "It makes them feel a responsibility to find a way to coexist in order to benefit the company."

7. Foster a culture that's accepting of spirituality.

As long as no one tries to force his or her faith on anyone else, the entire workplace is free to learn from one another and be inspired by the values that underlie many faith traditions, such as hope, optimism and gratitude. Leaders can foster such a culture by being open about their own beliefs.

8. Focus employees on a company vision.

Most organizations have a company motto or promise that is meant to inspire employees and assure customers that only the highest quality product or service will be delivered, but some mottos may not represent the beliefs and attitudes of all employees. "In order to develop a company vision that truly reflects the diverse attitudes of your employees, think of it as a community vision," says Bordas. (Accessed 10/1/2012 and adapted from: <http://moss07.shrm.org/Pages/default.aspx>)

In many schools across the globe, these are necessary principles for meaningful interactions that can ensure meeting the multicultural consumers' academic, social and cultural needs. At the same time, these can become key ingredients for teaching and teacher preparation. Likewise, these should serve as guiding principles for instructional leaders, educational leaders and other stakeholders in the school community at large.

For several decades, efforts to reform and transform schools have been at the center of the debate regarding the best instructional leadership approach to meet the challenges facing schools in the technologically advanced world. For example, attempts to improve education in the last twenty years have oftentimes focused on the re- conceptualization of teacher education, leadership preparation, and the responsibilities of instructional leaders. Further, the highly bureaucratic, axiomatic configuration of the school organizational structure has been determinedly unyielding to changes in its various functions, albeit the significant transformations many school systems across the world have experienced.

In addition to the unyielding bureaucracies prevalent in most school systems, teachers generally have become uncertain about their greater participation in school-wide decision making processes thus impeding their true instructional leadership responsibilities. Ironically, teachers being trained to be

empowering to themselves and their students oftentimes find themselves caught in the web of bureaucratic hierarchies, sociopolitical correctness, and conservative pressures that might affect their role and function in schools. Unfortunately, teachers are caught in the midst of these debates and are criticized or blamed for school failure. In fact, teachers are confined by the sociopolitical system affecting schools and have a constant sense of powerlessness that negatively impacts their function as keepers of the status quo rather than change agents. Teaching and teacher preparation in a multicultural, global society is a complex process which requires multiple models and theoretical possibilities. Fullan (2007, 2008) encourages instructional leaders and educational programs (e.g. teacher education) to embrace multiple models and adopt multiple “theories that travel” while crossing geographical, cultural, political, and multicultural boundaries and situations. At the same time, he cautions instructional leaders to rely on only one model or approach to succeed and survive in social and educational institutions.

Recognizing the need for a shift in schools, Gupton (1995) proposed a more conducive model for schools through instructional leadership in pluralistic schools. The proposed scheme is based on the concept of pluralistic participatory leadership, equity and empowerment within the context of the global realities that affect schools everywhere. This model illustrates that teachers must be perceived as a vital and an active part in the educational leadership process in diverse, global settings. Accordingly, the responsibility of teachers as leaders in the diverse classrooms should be transformed and shifted in a more active way (Moore & Suleiman, 1997). The focus of instructional leadership, school input, standards, and pedagogy should be shifted as follows:

<u>from</u>		<u>To</u>
solo, top-down		everyone, distributed
manager		Leader
boss		team player
positional authority		influenced authority
autocratic	transactional	transformational
risk dodger	risk taker	risk maker
white, male dominated		Pluralistic
style profile		Situational
climate focused		cultural focused
reactionary		Visionary
empowered		Empowering

(Gupton, 1995, pp. 73-74)

Indeed, this need for change is deeply grounded in the global, multicultural construct. At the same time, the paradigm shift must include many aspects of teaching and learning, curriculum and instruction, assessment and evaluation, and most importantly teacher and educational leadership preparation. It has been argued (see e.g. Gupton, 1995; Sleeter, 1991, Shor & Freire, 1987; Suleiman, 2009) that such paradigm advocates responsible teaching over defensive teaching, proactive teaching over reactive teaching, active teaching over passive teaching, empowering teaching over empowered teaching,

leadership teaching over managerial teaching, creative production of knowledge over passive consumption of knowledge, and socioculturally- relevant teaching over socio- politically-correct teaching.

More importantly, the educational systems are facing new realities and challenges in the era of global interconnectedness. This dictates integrating a wide range of necessary skills to promote cross-cultural communication and global interaction (Wang et al., 2011; Zhao, 2009). In addition, educational systems need to revisit the domains of learning and teaching so that an awareness of the world we live in can be promoted and cultivated in student learning and teacher preparation programs (Gardner, 1993; Goodwin, 2011; Noddings, 2005; Reimers, 2008). Given the information age, the technological advances, the ever changing demographics and worldwide social dynamics, it is important that students and teachers develop global competency to enhance their roles in schools and beyond. Having this in mind, the *Longview Foundation (2008)* has compiled a report based on the empirical evidence and research which includes a rationale for the need to promote “global competence” in students and teachers who should be prepared to responsibly engage and function “effectively in a global environment.” The *Longview Foundation (2008, p. 11)* report further outlines some helpful definitions and guidelines that can be used as a basis preparing globally competent students and teachers. These involve:

- Knowledge of and curiosity about the world’s history, geography, cultures, environmental and economic systems, and current international issues.
- Language and cross-cultural skills to communicate effectively with people from other countries, understand multiple perspectives, and use primary sources from around the globe.
- A commitment to ethical citizenship.

Additionally, teachers should inculcate the necessary knowledge and skill bases as well as dispositions to lead their students for meaningful interactions in their communities and beyond. To do so, the report suggests that teachers and educators should have:

- Knowledge of the international dimensions of their subject matter and a range of global issues.
- Pedagogical skills to teach their students to analyze primary sources from around the world, appreciate multiple points of view, and recognize stereotyping.
- A commitment to assisting students to become responsible citizens both of the world and of their own communities.

This underscores the importance of creating a culture of learning and teaching that transcends the classroom and school boundaries. It also stresses the importance of teacher preparation based on globally grounded principles and guidelines. The process of educating students and teachers should be driven by a set of goals and objectives that will lead to empowering participants in the globally interconnected environment.

GOALS FOR EMPOWERING STUDENTS AND TEACHERS

A comprehensive educational program involves a collaborative process that is developed with affective and cognitive domains in mind. It also involves a dynamic, flexible process that takes into account the complex global realities and world citizenship. To enhance teaching and teacher education programs, the mere incorporation of content is not sufficient in and of itself; it also requires an understanding of the global cultural pluralism and its impact on educational input in the pre-K-12 schools and beyond to include teacher education and development. As far as educational programs are concerned, there are goals for students while others are for prospective teachers and educators. These are also inherent in the global framework for schooling today.

There is a set of goals that pertain to students and another that involves teachers and educators. The understanding of these goals is necessary for sound integration in curriculum and instruction, because we cannot afford more lip service in the educational arena; what is needed is an educational reform that is

carried out by committed education leaders who understand the needs of their students on the one hand, and their role as educators in meeting these needs, on the other.

Goals for Students

Students are the ultimate consumers of school input, teachers' efforts, and curricular activities. The more effective practices in schools, the more successful students become in the changing world. In an attempt to empower all students, education programs challenge us to constantly revisit the conditions inherent in the culture of schools to ensure success through reaching out to all students and adapting to their needs.

To do so, the following goals should underlie educational programs by providing students with ample opportunity to:

1. Develop positive attitudes towards themselves and others in diverse environments;
2. Acquire knowledge and skills needed to compete and succeed in the complex world;
3. Bridge the gap of differences through understanding and empathy and capitalizing on the common human experience;
4. Develop historical understanding of their own society and its unique culture in relation to the global macroculture;
5. Develop academic and social skills within the framework of universal context; and
6. Develop awareness of the world of reality around them, and how social forces affect their roles and responsibilities.

In addition to providing the opportunity for students to celebrate and enjoy their educational and civic rights, educators must ensure that these goals are implemented. The implementation of these goals must be measured not only by acquiring the prescribed knowledge about the global society, but also through the actions reflected in the interactional patterns of students in the culture of schools and society at large.

Goals for Prospective Teachers

Teachers are often to be blamed if students don't succeed in schools. While teachers' attitudes, idiosyncrasies, biases, prejudices, and perceptions do influence the success of their students (Bennett, 2005; Darling-Hammond, 2001, 2006; Darling-Hammond et al, 2008; Ladson-Billings, 1995; Nieto & Bode, 2008), it is unwise to use them as scapegoats in an attempt to explain school failure. Generally, teachers tend to be the product of the teacher-preparation programs they attended. If these programs lack adequate ingredients for preparing prospective teachers, then these teachers will reflect the inadequacy of the preparation process. Thus teacher education should be a platform to empower teachers who will in turn bring about the desired change in their students. Thus, teacher preparation programs have a set of goals for novice and veteran teachers that are equally important. Accordingly, prospective teachers and educators must:

1. Know, understand and appreciate different experiences and contributions of various groups and cultures in the global society;
2. Show a thorough understanding of the pluralistic nature of human dynamics and interactions in the technological world;
3. Develop a sound rationale of education and schools through a philosophical base that incorporates pedagogical principles that can be transferred to curricular areas;
4. Enhance the optimality of academic and social development of their students by acquiring relevant knowledge and developing necessary skills;
5. Understand the role of attitudes, values, and other motivational forces that affect the performance of students;

6. Learn effective classroom management and mediation techniques that are relevant to students of diverse sociocultural backgrounds; and
7. Utilize various materials, technologies, and resources that are sensitive and relevant to all students to maximize their academic achievement.

Consequently, educational programs should produce students and teachers who will play the role of multicultural brokers in the global society. Gay (1995) maintains that a cultural broker “is one who thoroughly understands the different cultural systems, is able to interpret cultural symbols from one frame of reference to another, can mediate cultural incompatibilities, and knows how to build bridges or establish linkages across cultures that facilitate the instructional process” (p. 37). To do so, many skills and objectives “should form the substantive core of all teachers of teacher preparation programs” (Gay, 1995, p. 37). Thus, powerful and effective programs need to help prospective teachers construct the adequate knowledge first; then impart the change process through action and mediation; and incorporate equitable pedagogical practices (Banks, 1995; Gay, 1995; King, 1995; Nieto & Bode, 2008; Grant & Gomez, 1996). These goals form the blueprint that shapes the process of preparing teachers for today’s classrooms. Also, they provide an outline for implementing the key elements that may achieve congruence between teaching and learning. Most importantly, these goals can only be achieved through a collaborative approach without which teacher educational programs are doomed to fail.

Unless we assess the socio-historical aspects of teaching and teacher education, schools will continue to suffer. We should account for these issues in terms of the goals as we attempt to understand where we have been, where we are, and where we are going. In fact, the current educational system worldwide has come a long way due to the paradigm shifts, social forces and technological advancements.

IMPLICATIONS AND GUIDELINES

To integrate effective approaches in teaching and teacher education, a comprehensive framework within the context of the local and global realities should overarch the process. To do this, a number of guidelines that facilitate the fulfillment of the goals and objectives set for students and teachers alike should be considered.

Based on this approach, teachers in multicultural schools should take into consideration the following guidelines:

1. *Thinking globally while acting locally.*

The education process is governed by a wide range of entities and structures within the local communities/societies and their expectations. Each context is unique in many ways. Nonetheless, it has deeper connections to the whole human experience. Accordingly, while the educational process seeks to meet the needs of individuals and groups to better their society, connections should be consistently made beyond the school and community it serves to embrace universal human aspirations.

2. *Balancing cognitive and affective domains in education outcomes.*

Learning and teaching revolve around nurturing multiple skills and talents deeply rooted within humanistic intellectual and emotional needs. Thus teaching and teacher education programs should strike a delicate balance between these domains. In fact, schools are expected to foster the confluence of psychological, cultural, emotional, linguistic, and academic needs of all participants in the educational process.

3. *Engaging in actionable reflective practice to enhance outcomes.*

Reflective actionable practice is an indispensable part of the teaching learning process. It is also paramount for teacher development. Action-oriented reflective practice is a tool for educational renewal, achieving excellence, and enhancing learning outcomes. Students and teachers should continually ask the question about how much more they can afford to take their knowledge and skill to the next level of

effectiveness. Reflective practice is a viable tool to bring about desired change in students and teachers alike.

4. Integrating relevant knowledge and skills in educational programs.

Students and teachers should build a solid knowledge base necessary for understanding the world around them and the universal principles that guide human interaction. Relevant knowledge should be the basis for actions and practices in real-life settings. In addition, they need to integrate a set of skills to interact meaningfully within their social entities and beyond. Needless to say, the knowledge and skills in themselves are not sufficient unless they result in actionable outcomes and *skillful* applications, and successful interactions in various contexts.

5. Making connections through technological literacy.

Technology has added a new dimension to the educational process worldwide over the past few decades. Undoubtedly it can enrich the educational experience of students all over the world. Students and teachers who have a high level of technological literacy can broaden their conceptual awareness about complex global realities. Technology also allows students and teachers to access pockets of information, resources, and tools that would be difficult to attain otherwise. Thus technological literacy should be integrated systematically, purposefully and consistently in the educational process to produce globally competent students and teachers.

CONCLUSION

The growing diversity of the global society is largely reflected in various school systems across the world. Educational treatments in today's schools are inevitably influenced by global social changes and dynamics. Undoubtedly, educational reform efforts embodied in preparing teachers for the 21st. century require a drastic step in pluralizing teaching and teacher education so that prospective teachers keep up with the evolving educational demands in today's technological society. A key factor in accomplishing desired goals is to invest in teachers as instructional professional leaders who can undoubtedly lead all of their students to become productive citizens in the complex world. Unless we immerse students and teachers in the realm of multicultural principles, global aspirations, and effective pedagogical practices that are conducive to the universal needs of diverse populations, we will continue to alienate many children and deprive them from the benefits of multiple learning opportunities. Since the diverse classrooms pose a challenge for prospective teachers, teacher preparation programs should infuse these principles and approaches in all avenues of learning and teaching. This includes preparing all student teachers to become more competent in the ever-changing diverse global society. Thus, prospective teachers should be provided with the opportunity to utilize multicultural curricular and teaching practices, incorporate relevant experiential activities that nourish enriching scientific knowledge, and harness the merits of diversity in today's increasingly multicultural classrooms.

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