



Leading heritage, complementary and community languages schools

International Conference on Community/ Heritage Languages Education (SICLE, November 11th – 13th 2021)

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Introduction

- these schools seek to meet important cultural, religious and social needs
- rooted in the community yet are often seem to be overlooked in discussions
- what are the challenges that these school leaders face and how do they deal with them?
- concerns for social justice
- ‘...more generally, the potential opportunities offered by recent policy initiatives can only be of true benefits to these schools which can improve their management as well as maintain their individuality’ (Barradas, 2010 p.147)

Challenge of invisibility



- Many names e.g., called ‘heritage’, ‘community’, ‘mother tongue’, as well as ‘supplementary’ and ‘complementary’ schools,
- little is know about these organizations
- especially about those who lead and manage them

(Thorpe, 2011; Thorpe et al., 2020, Thorpe, 2020)

Invisibility exclusion and recognition

- who is responsible for them?
- whose concern are they?
- some have the support of a foreign government embassies but
- what support from the local and national government?
- lobbying and networking for recognition

‘The mainstream headteacher had tried, some years ago, to develop links with the Madrasah, but without success’

(Maylor et al., 2010 p.138)

‘Building a good relationship often relied on the supplementary school headteacher taking the initiative and approaching mainstream schools’

(Maylor et al., 2010 p.136)



Challenges of financial sustainability

- all schools were under-funded and under-resourced.
- staff members and pupils complained of the impact this made on the quality of provision.
- lack of funding for teacher salaries affected recruitment in terms both of supply, and the level of teaching experience/qualification among recruits.
- facilities were often limited (Francis et al, 2008, p. 2)
- raising funds

Challenges of staffing

- recruitment in terms both of supply, and
- the level of teaching experience/qualification among recruits.
- professional development

(Schulze and Siegfried-Brookes, 2020, Souza and Arthur, 2020)

Challenges of leadership succession

“So, in order not to close it down, I said: “Ok, I will then take over.” But I had no idea of what I was doing’
(Head teacher quoted Thorpe et al., 2018)



**Succession
Planning**



Succession planning

Succession links to the longevity of the school.

And I've spoken to them [the staff] about it –

“Look, I believe that I'm not going to keep this work in the future. There will be a time that I'll stop and I'd like to train someone for that”

Because I don't want it to end...I want to hand the school over in the future.'

(Brazilian headteacher in Thorpe et al, 2018)

'The head teacher asked me to teach at the school. I said yes because I have been using the school for years [for my children] and now it's payback time'

'Then the other mothers, for fear it would close down, got more involved with the project and the project is now a lot different from what it was then because the structure is different.'

(Thorpe et al., 2018)

- developing new leaders through shared leadership and management- giving people opportunities, however, small.
- tapping those who what to 'give something back' rather than expecting people to feel ready for the role.
- talking about the school as having a future.

Balance of support and regulation

The problem at the moment is that there are so many regulations, it puts some people off...if I put so much effort in then it's like running a business, so it's a wonder why people want to do it (Chinese school leader)



Yes, they can give us the money...You know if they start laying down their rules and making it the same as a school then it won't be different and the key is that it is different to mainstream. (African-Caribbean Parent quoted in Maylor et al., 2010 p.141)

Schools need to develop and understand their objectives, and make the most of limited resources,
But must not lose the particular vision of education or the close links with the communities they serve (Barradas, 2010)

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