The Impact of Diversity and Paradox on the Teacher's Performance at Tertiary Level

Dr. Kamal Osman Sherfi

Taif University, Taraba Branch, Faculty of Arts and Education. The Department of English Language

Abstract: The aim of this paper is to reveal the impact of diversity and paradox on the teacher's performance. In so doing, it defines diversity and paradox and displays types of each of them. Also it endeavors to answer a bulk of questions and notions in the following respects:

a. Whether in the communities that are very diverse, teachers need to have an understanding and designing factors of different races, backgrounds and cultures in the community.

b. Whether teacher's training enhances his\her performance.

c. Whether diversity and paradox are two indispensable factors in the process of successful teaching.

d. Whether diversity conflicts regarding diversity can negatively impact students' attitudes and performance in the classroom.

e. Whether the principle of paradox can guide us in thinking about classroom dynamics and designing factors that can hold a classroom session.

f. Whether good leadership is evident to a successful performance.

The paper presents a questionnaire of (20) questions to be distributed to (50) subjects mostly staff members of various English Departments, male and females. Then it uses (SPSS) to analyze and evaluate the process of validity, reliability and variability.

Keywords: diversity, paradox, performance, classroom, questionnaire, SPSS, teacher training, variability, validity, reliability.

1.   INTRODUCTION

The teacher's primary professional responsibility is to ensure that students learn. Therefore, measures of student learning should play a predominant role in teacher evaluation. In this process, he will face so many difficulties, especially if he is teaching in diverse milieu.

Teaching and learning in diverse and paradox are significant and challenging factors in the process of   education. They are critical to our individual and collective survival and to the quality of our lives. Teaching and learning are affected and confused by the acculturation where English is taught as a second Language. The pace of change has snarled in complexities , confusions , and conflicts that will diminish us, if we do not enlarge our capacity to teach and to learn. At the same time teacher-bashing has become a popular sport. Panic-stricken by the demands of our day, we need scapegoats for the problems we cannot solve and the sins we cannot bear.

We blame teachers for being unable to cure social ills that no one knows how to treat. We insist that they instantly adopt whatever solution has most recently been concocted by our national panacea machine; and in the process , we demoralize, the very teachers who could help us find our way.

We rush to reform education but reform will never be achieved by renewing appropriations , restructuring schools, rewriting curricula, and revising texts or changing students uniform .

Some of the   crucial questions we most commonly ask are as follows:

What subjects shall we teach?

What methods are required to teach well?

For what purpose and to what ends do we teach ?

How do we behave to overcome the challenging factors when we are teaching in diverse and paradox?

What is the appropriate way for gaining the best performance?

What are the best ways for adequate leadership?

How can the teacher gain an effective and fair evaluation?

We endeavor to answer these questions thoroughly throughout this paper.

According to the significance of this topic in the process of teaching and learning, a lot of critics have put their opinions and scholastic insights through remarkable writings. The researchers will exemplify some of them as follows:

2.   DIVERSITY

This section aims at availing the term diversity as a concept, its meaning and its types which signify the process of the adequate teaching performance. Diverse is defined as follows:

A range of many people or things that are very different from each other: the biological diversity of rainforest, a *great\wide\ rich diversity of opinion...*the quality or fact   of including a range of many people or things*: There is a need for greater diversity and choice in education.*(Oxford Advanced Learner's Dictionary,6thEd. 2004:p.367).

The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

2.1Cultural Diversity:

Cultural diversity is the quality of diverse or different cultures, as opposed to monoculture, as in the global monoculture, or a homogenization of cultures, akin to cultural decay. The phrase cultural diversity can also refer to having different cultures respect each other's differences. The phrase "cultural diversity" is also sometimes used to mean the variety of human societies or cultures in a specific region, or in the world as a whole. The culturally destructive action of globalization is often said to have a negative effect on the world's cultural diversity.

2.2 Evaluative Diversity:

Evaluative diversity is known as **moral diversity.** It is the interchange of contrasting approaches to decision- making. Also it is degree to which different decision-makers in a population exhibit preferences for different forms of evaluation. It is not mere diversity among virtues, laws, or measurable goals, but diversity among decision-makers in their proclivities to employ virtues, laws, goals, or something else entirely. In this sense, all decision-making involves evaluation, even if by machines which lack virtue, loyalty or motive; the alternative term "moral diversity" may be rejected to allow for the possibility that some evaluation does not qualify as "moral" (nor as "immoral").

Diversity among decision-makers can be different from diversity among evaluation approaches—a single approach may best be implemented by an evaluatively diverse population. Evaluative diversity is important in the field of leadership because its absence may impact the success of families, teams, institutions, businesses, and societies the way absence of biodiversity impacts ecosystems. However, unlike race, gender, sexual orientation, and disability, evaluative diversity does not yet enjoy legal protected status

2.3 Multiculturalism:

Multiculturalism is known as the ethnic diversity. It is the promotion of multiple ethnic cultures. Also it is the cultural diversity of communities within a given society and the policies that promote this diversity. As a descriptive term, multiculturalism is the simple fact of cultural diversity and the demographic make-up of a specific place, sometimes at the

organizational level, e.g., schools, businesses, neighborhoods, cities, or nations. As a prescriptive term, multiculturalism encourages ideologies and policies that promote this diversity or its institutionalization. In this sense, multiculturalism is a society "at ease with the rich tapestry of human life and the desire amongst people to express their own identity in the manner they see fit.

Multicultural ideologies or policies vary widely,[2] ranging from the advocacy of equal respect to the various cultures in a society, to a policy of promoting the maintenance of cultural diversity, to policies in which people of various ethnic and religious groups are addressed by the authorities as defined by the group they belong to.

Two main different and seemingly inconsistent strategies have developed through different government policies and strategies. The first focuses on interaction and communication between different cultures. Interactions of cultures provide opportunities for the cultural differences to communicate and interact to create multiculturalism. This approach is also often known as interculturalism. The second centers on diversity and cultural uniqueness. Cultural isolation can protect the uniqueness of the local culture of a nation or area and also contribute to global cultural diversity. A common aspect of many policies following the second approach is that they avoid presenting any specific ethnic, religious, or cultural community values as central.

Multiculturalism is often contrasted with the concepts of assimilationism and has been described as a "salad bowl" or "cultural mosaic" rather than a "melting pot".

2.4 Diversity Training:

 Diversity training is the process of educating people to function in a diverse environment. It is a course of instruction aimed at increasing the participants' cultural awareness, knowledge, and skills in order to benefit an organization by protecting against civil rights violations, by increasing the inclusion of different identity groups, and by promoting better teamwork.

2.5 The Impact of Diversity on the Teacher's Performance:

The Benefits of Diversity in Education for Democratic Citizenship are strongly related with the controversies that have surrounded the Supreme Court ruling in *Brown v. Board of Education of Topeka, Kansas* (Zirkel & Cantor, this issue) apply as well to current debates about the educational value of racial and ethnic diversity, and the importance of diversity in defending affirmative action in higher education. One of the controversies concerns the difference between racial desegregation and racial integration, or the difference between mere contact and actual interaction between students of different racial backgrounds (Pettigrew, 1998). In current debates about the educational role of diversity, some argue that the mere presence on campus of students from varied racial backgrounds must be shown to *directly* foster educational benefits (Wood & Sherman, 2001). This argument mirrors the early assertion that mere contact of racially diverse students through school desegregation would be beneficial to all students. Eventually it became clear, however, that mere contact through *desegregation* was not sufficient to produce educational benefits (Zirkel & Cantor, this issue). Just as Allport (1954) had theorized, contact needed to occur under certain conditions — where there was equality in status, existence of common goals, and intimacy of interaction if it was to have positive effects. Educators needed to create a racially integrated learning environment that went far beyond simply putting diverse students together in the same classroom.

These conditions that make intergroup contact positive also help determine now when racial and ethnic diversity has educational benefits. As Orfield (2001) recently summarized in regard to K-12 public education, there is strong evidence of "instructional techniques that increase both the academic and human relations benefits of interracial schooling" (p. 9). Higher education institutions as well need to create curricular and co-curricular opportunities for students to experience genuine racial integration — to interact in meaningful ways and to learn from each other — if diversity is to have a positive educational impact. The presence of diverse students on a campus is a necessary but certainly not sufficient condition for diversity to work in a positive manner. In this article we stress the importance of actual experiences with diversity through cross-racial interaction in classrooms, intergroup dialogues that bring students from diverse backgrounds together to discuss racial issues, and participation in multicultural campus events.

A second controversy that arose from *Brown v. Board of Education* concerns *what kind of benefits may stem from racial integration in education.* Many different outcomes have been studied in the fifty years since the *Brown* decision; many are analyzed in this volume. We focus on preparation for citizenship, which we argue is an important outcome of experience with racial and ethnic diversity just as it was seen as an important aspect of personal development at the time of *Brown v.*

Board of Education (Clark & Clark, 1947; Deutscher & Chein, 1948). We argue that experiences with diversity educate and prepare citizens for a multicultural democracy.

We analyze the impact of curricular and co-curricular experience with racial and ethnic diversity on democratic sentiments and citizenship activities in two field studies: a quasi-experimental study comparing undergraduate participants in a curricular diversity program with a matched control group (*n*=87 in each group), and a longitudinal survey of University of Michigan students (*n*=1670).

2.6 Democratic Education and Diversity:

How do diversity experiences affect the process of learning to become citizens? We contend that students who interact with diverse students in classrooms and in the broad campus environment will be more motivated and better able to participate in a heterogeneous and complex society. The congeniality of democracy and diversity, however, is not self-evident. Neither representational nor participatory conceptions of democracy deal with the issues raised by multicultural educators, namely the cultural dimensions of citizenship and the central tension of modern social life — the tension between unity and diversity (Parker, 1996, p. 104). Critics of multicultural education worry that a focus on identities based on race, ethnicity, gender, class or other social categorizations are inimical to the unity needed for democracy. Critics of democratic citizenship education that ignores these small publics in an exclusive emphasis on a single unity worry that young people will be ill-prepared to be citizens and leaders of an increasingly ethnically and racially diverse nation.

3.   PARADOX

Paradox is defined as follows:

1. "A person, thing or situation that has two opposites features And therefore seems strange: He has a paradox- a loner who loved to chat to strangers. It is a curious that professional comedians often have unhappy personal lives.2. a statement containing two opposite ideas that make it seem impossible or unlikely , although it is probably true, the use of this in writing: 'More haste, less speed.' is a well- known paradox. It's a work full of paradox and ambiguity.(Oxford Advanced Learner's Dictionery.6th. Ed. 2004.p.918)."

A paradox is a statement that apparently contradicts itself and yet might be true. Most logical paradoxes are known to be invalid arguments but are still valuable in promoting critical thinking.

Some paradoxes have revealed errors in definitions assumed to be rigorous, and have caused axioms of mathematics and logic to be re-examined. One example is Russell's paradox, which questions whether a "list of all lists that do not contain themselves" would include itself, and showed that attempts to found set theory on the identification of sets with properties or predicates were flawed.[4] Others, such as Curry's paradox, are not yet resolved.

Examples outside logic include the Ship of Theseus from philosophy (questioning whether a ship repaired over time by replacing each of its wooden parts would remain the same ship). Paradoxes can also take the form of images or other media. For example, M.C. Escher featured perspective-based paradoxes in many of his drawings, with walls that are regarded as floors from other points of view, and staircases that appear to climb endlessly.

In common usage, the word "paradox" often refers to statements that are ironic or unexpected, such as "the paradox that standing is more tiring than walking".

3.1 Types of Paradox:

There are four generally accepted types of paradox. The first is called a veridical paradox and describes a situation that is ultimately, logically true, but is either senseless or ridiculous. A falsidical one presents a problem that usually uses some type of incorrect assumption to justify a result that is, in reality, false. An antinomy or semantic self-referential paradox lays out a set of conditions and then asks a question, the resolution of which becomes self-contradictory, resulting in lack of a valid answer. A dialetheia states that both a statement and the opposite of that statement can both simultaneously be true.

Veridical paradoxes are defined by the fact that the logic applied to a situation is ultimately true within the given context. The most famous example of a veridical problem involves a theoretical man who is 20 years old but has had only five

birthdays. The resolution to the problem is that his birthday is on a Leap Day and only occurs once every four years. Although the situation is logically true, the statement is fairly nonsensical.

An example of a falsidical paradox is the idea of an arrow being fired at a target. The exercise assumes that, for the arrow to reach the target, it will have to travel half the distance to get there. Once it is half way toward the target, it must now travel half of the remaining distance to reach the target. Each time the arrow traverses half of the remaining distance to reach the target, it must then travel half of the shorter remaining distance, down to infinitely infinitesimal measurements. This would lead to the conclusion that, since the arrow must always travel half the distance, it would never actually reach the target, which is a false conclusion.

An antinomy presents a statement, question or problem that seems to have no answer according to common sense or a pre-defined set of rules. The barber paradox, a variation of Bertrand Russell's paradox, is an example of this. This antinomy assumes there is a town in which "the barber shaves all and only those men in town who do not shave themselves." The question that is posed is who shaves the barber? If he shaves himself, then he is shaving a man who shaves himself and violates the premise.

Finally, there is the dialetheia. There are no real examples of this type, although there are many philosophical arguments for why they should or should not exist. The general concept is that both a condition and the opposite of the condition can both be true at the same time and co-exist together.

3.2 Themes in Paradoxes:

In paradox there are several common themes include self- reference, infinite regress, circular definitions, and confusion between different levels of abstraction.

3.3 Teacher's Performance:

In this paper we examine the research literature on teacher performance pay. Evidence clearly suggests an upsurge of interest in many states and school districts, however, expanded use of merit pay has been controversial. We briefly review the history of teacher pay policy in the U.S. and earlier cycles of interest in merit or performance-based pay. We review various critiques of its use inK-12 education and several strands of empirical research that are useful in considering its likelyimpact. The direct evaluation literature on incentive plans is slender, focused on short-run motivational effects, and highly diverse in terms of methodology, targeted populations, and programs evaluated. Nonetheless, it is fairly consistent in finding positive program effects, although it is not at present sufficiently robust to prescribe how systems should be designed – e.g., optimalize of bonuses, mix of individual versus group incentives. It is sufficiently promising to support more extensive field trials and policy experiments in combination with careful follow-up evaluations. Future evaluations need to pay particular attention to the effect of these programs on the composition of the teaching workforce, since a growing body of research finds substantial variation in teacher effectiveness as measured by student achievement gains.

3.4 The Impact of Paradox on the Teachers' Performance:

4.   SCHOOL THEORY LEADERSHIP

School restructuring creates new expectations of those who offer leadership to schools, expectations not well captured in images of instructional leadership. This article describes a 4-year program of research about transformational forms of leadership in schools responding to a variety of restructuring initiatives. Evidence is summarized about transformational leadership practices and behaviors in schools, their effects on a variety of school and teacher variables, and thought processes that give rise to such leadership practices. On the basis of this evidence, the author argues for the promise of transformational leadership in school-restructuring contexts.

4.1 Essential Factors:

In the process of perfect teaching, there are so many factors which the teacher should acquire them innately by nature or nurture. They constitute essential part of the teacher's performance. Here are three of them:

4.1.1 Intellectual means the way we think about teaching and learning – the form and content of our concepts of how people   know and learn of the nature of our students and our subjects.

4.1.2 Emotional means the way we and our students feel as we teach and learn – feelings that can either enlarge or diminish the exchange between us.

4.1.3 Spiritual means the diverse ways we answer the heart`s longing to be connected with the largeness of life-a longing that animates love and work, specially the work called teaching.(Palmer1998) (*Palmer, P. J. The Courage to Teach*, Jossey - Bass Publishers, San Francisco) says:

"My concern for the inner landscape of teaching may seem indulgent, even irrelevant, at a time when many teachers are struggling simply to survive .Wouldn`t it be more practical , I am sometimes asked , to offer tips, tricks and techniques for staying alive in the classroom, things that ordinary teachers can use in everyday life?"

To serve our students more honestly, more faithfully, I believe it is the most fundamental question we can ask about teaching and those who teach – for the sake of learning and those who learn.

(Palmer 1998)   says:

"Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher."

4.2 Teaching and True Self:

As Palmer explains that the claim that good teaching comes from the identity and integrity of the teacher might sound like a truism, and a pious one at that : good teaching comes from good people.

Identity means an involving nexus where all the forces that constitute life converge in the mystery of self: my genetic makeup, the nature of my parents who gave me   life, the culture where I was raised , people who have sustained me and people who have done me harm , the good and ill I have done to others and to myself , the experience of love and suffering – and much , much more. In the midst of that complex field, identity is a moving intersection of the inner and outer forces that make me who I am   , converging in the irreducible mystery of being human.

Integrity means whatever wholeness we are able to find within that nexus as its vectors form and re-form the pattern of my life. Integrity requires   that I discern what is integral to my selfhood, and what fits and what does not- and that I choose life- giving ways of relating to the forces that converge within me.

Many of us became teachers for reasons of the heart, animated by a passion for some subject and for helping people learn. But many of us lose heart as the years of teaching go by. How can we take heart in teaching once more so that we can give heart to our students?

We lose heart, in part, because teaching   is a daily exercise in vulnerability. I need not reveal personal secrets , I need only parse a sentence or work a proof on the board while my students . Palmer P. J.(1998) explains that :

"A good teacher must stand where personal and public meet, dealing with the thundering flow of traffic at an intersection where –weaving a web of connectedness – feels more like crossing a freeway on foot."

Institutions reform slowly , and as long as we wait , depending on them to do the job for us – forgetting that institutions are also us ; we merely postpone reform to continue the slow slide into synicism that characterizes too many teaching careers. It is crucial to say that inner reality can give us leverage in the realm of objects and events.

Remembering ourselves and our power can lead to revolution but that involves recovering identity and integrity, reclaiming the wholeness of our lives. If identity and integrity are found at the intersection of the forces that converge in our lives, revisiting some of the convergences that called us toward teaching may allow us to reclaim the selfhood from which good teaching comes.

Many of us teach by encountering not only a mentor but also a particular field of study. We were drawn to a body of knowledge because it shed light on our identity as well as on the world.

When I devote myself to something that does not flow from my identity,   that is not integral to my nature, I am most likely deepening the world`s hunger rather than helping to alleviate it. I realize that the idea of a teacher within strikes some academics as a romantic fantasy, but, if there is no reality in our lives, centuries of Western discourse about the aims of education become so much lip-flapping . In classical understanding education is the attempt to lead out from within the self a core of wisdom that has the power to resist falsehood and live in the light of truth, not by external norms but by

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reasoned and reflective self- determination. The inward teacher is the living core of our lives that is addressed and evoked by any education worthy of the name.

Perhaps the idea is unpopular because it compels us to look at two of the most difficult truths about teaching. The first is that what we **teach** will never ' take' unless it connects with the inward, living core of our students ` lives, with our students` inward teachers . The second truth is more daunting: we can speak to the teacher within our students only when we are on speaking terms with the teacher within ourselves. In a culture of technique, we often confuse authority with power, but the two are not the same. Power works from the outside in, but authority works from the inside out.

External tools of power have occasional utility in teaching, but they are no substitute for authority, the authority that comes from the teacher`s inner life. The clue is in the word itself, which has author at its core. Authority is granted to people who are perceived as authoring their own words, their own actions, their own lives, rather than playing a scripted role at great remove from their own hearts. When teachers depend on the coercive power of law or technique, they have no authority at all.

4.3 Education and the Disconnected Life:

4.3.1 Anatomy of Fear:

If we want to develop and deepen the capacity for connectedness at the heart of good teaching, we must understand and resist the perverse but powerful draw of the disconnected life.

How and why, does academic culture discourage us from living connected lives? How, and why, does it encourage us to distance ourselves from our students and our subjects, to teach and learn at some remove from our own hearts?

Educational institutions are full of divisive structures, of course, but blaming them for our brokenness perpetuates the myth that the outer world is more powerful than the inner. The external structures of education would not have the power to divide us as deeply as they do if they were not rooted in one of the most compelling features of our inner landscape-fear.

Students, too, are very afraid, afraid of failing, of not understanding, of being drawn into issues they would rather avoid, of looking foolish in front of their peer. When students` fears mix with their teachers` fear , fear multiplies geometrically- and education is paralyzed. (Palmer P.J.1998) explains:

"We collaborate with the structures of separation because they promise to protect us against one of the deepest fears at the heart of being human- the fear of having a live encounter with alien"

As long as we inhabit a universe made homogeneous by our refusal to admit otherness, we can maintain the illusion that we possess the truth about ourselves and the world. The fear of the live encounter is actually a sequence of fears that begins in the fear of diversity. (Palmer P.J.1998) assumes that:

"As soon as we admit pluralism, we are forced to admit that ours is not the only standpoint, the only experience, the only way, and the truth we have built our lives on begin to feel fragile."Palmer (1998) proceeds:

"If we embrace diversity we, we find ourselves on the doorstep of our next fear: fear of the conflict that will ensue when divergent truths meet. Because academic culture knows only one form of conflict, the win-lose form called competition, we fear the live encounter as a contest from which one party emerges victorious while the other leaves defeated and ashamed."(Palmer, 1998 :?)

Focusing on pathological fear, it is important to say that fear can also be healthy. Some fears can help us survive, even learn and grow – if we know how to decode them. My fear that I am teaching poorly may be not a sign of failure but evidence that I care about my craft. My fear of teaching at the dangerous intersection of the personal and the public may be confirmation that I am taking the risks that good teaching requires.

When I track down the causes of these alleged faults, I hear another standard litany, this time one of societal ills. Absentee parents and the vanishing family, the deficiencies of public education, the banality of television, mobile and mass culture, the ravages of drugs and alcohol- all are to blame for the diminished state of our students` minds and lives.

Behind their fearful silence, our students want to find their voices, speak their voices, have their voices heard. A good teacher is one who can listen to those voices even before they are spoken. This will enable them speak in truth and confidence.

Palmer comments on this notion reveals that most teachers reach midlife by the time they turn twenty nine! When one returns to work each fall and finds one`s students the same age they were last year, middle age comes long before its time. Palmer (1998) explains that:

"Stagnation is the state chosen by teachers who are threatened by students that they barricade themselves behind their credentials, their podiums, their status, and their research."

4.3.2 Way of Knowing:

A mode of knowing arises from the way we answer two questions at the heart of the educational mission: **How do we know what we know**? And **by what warrant can we call our knowledge true**? Our answers may be largely tacit, even unconscious, but they are continually communicated in the way we teach and learn. The mode of knowing that dominates education creates disconnections between teachers, their subjects, and their students because it is rooted in fear. This mode, called objectivism, portrays truth as something we can achieve only by disconnecting ourselves, physically and emotionally, from the thing we want to know. For objectivism, the subjective self is the enemy most to be feared. The role of the mind and the senses is not to connect us to the world but to hold the world at bay, lest our knowledge of it be tainted.

In objectivism, subjectivity is feared not only because it contaminates things but because it creates relationships between those things and us – and relationships are contaminating as well.

Objectivism driven by fear, keeps us from forging relationships with the things of the world. The real objectivism is not to tell the truth about knowing but to shore up our self-aggrandizing myth that knowledge is power and that with it we can run the world.

Profound truth, rather than empirical fact, is the stuff of which paradoxes are made. But profound need not mean exotic or esoteric. We encounter paradoxical profundities every day simply because we are human, for we ourselves are paradoxes that breathe! Indeed, breathing itself is a form of paradox, requiring inhaling and exhaling to be whole.

The first two chapters of (The Courage to Teach Parker Palmer1998, 9, 60) are full of ordinary truth about teaching that can be expressed by Parker Palmer as paradoxes that:

"The knowledge I have gained from thirty years of teaching goes hand in hand with my sense of being a rank amateur at the start of each new class. -My inward and invisible sense of identity becomes known, even to me, only as it manifests itself in encounters with external and visible otherness. -Good teaching comes from identity, not technique. "

Palmer adds:

Palmer   assumes that:

"Objectivism was never content to quarantine subjectivity in order to stop its spread. It aimed at killing the germ of self to secure objective truth."

We might abandon our illusion of control and enter a partnership with the otherness of the world, to practice knowing as form of love, if we dare to move through our fear. By finding a room in the ecosystem of reality, we might see clearly which actions are life-giving and which are not. Concerning this concept:

Love takes away fear and co-creation replaces control –is a way of knowing that can help us reclaim the capacity for connectedness on which good teaching depends.

Fear is everywhere – in our culture, in our institutions, in our students, in ourselves – and it cuts us off from everything. Surrounded and invaded by fear, how can we transcend it and reconnect with reality for the sake of teaching and learning? Palmer believes that the only path might take us in that direction is the one marked 'spiritual.

Fear is so fundamental to the human condition that all the great spiritual traditions originate in an effort to overcome its effects on our lives; the all proclaim the same core message: "Be not afraid". Though the traditions vary widely in the

ways they propose to take us beyond fear, all hold out the same hope: we can escape fear`s paralysis and enter a state of grace where encounters with otherness will not threaten us but will enrich our work and our lives.

In response to the question "**How can we move beyond the fear that destroys connectedness?** Palmer says:

"'By reclaiming the connectedness that takes away fear.' I realize the circularity of my case – but that is precisely how the spiritual life moves, in circles that have no beginning or end, where as Eliot writes, we arrive where we started/ And know the place for the first time."The only question is whether we choose to stand outside of the circle or within it."

How do we get into the circle? When we are gripped by the fears that keep us disconnected, what will move us toward joining hands with others? The truth is that the circle is already in us.

In the human psyche, apparent opposites chase each other around in circles all the time: love and hate, laughter and tears, fear and desire. Our intense fear of connectedness , and the challenges it brings is pursued by an equally intense desire for connectedness, and the comforts it offers.

Paradox in Teaching and Learning:

The culture of disconnection that undermines teaching and learning is driven partly by fear. But it is also driven by Western commitment to thinking in polarities, a thought form that elevates disconnection into an intellectual virtue.

We see everything as this or that, plus or minus, on or off, black or white; and we fragment reality into an endless series of either-ors. In a phrase we think the world apart.

Thinking the world apart, like thinking at a distance, has given us great power. Just as I respect the power of objectivity, rightly understood, I respect the power of analysis – in its right place. The machine I am writing on is driven by millions upon millions of either or decisions. Without binary logic, we would have neither computers nor many of the gifts of modern science.

How can we escape the grip of either-or thinking? What would it look like to" think the world together," not to abandon discriminatory logic where it serves us well but to develop a more capacious habit of mind that supports the capacity for connectedness on which good teaching depends?

In certain circumstances, the truth is found not by splitting the world into either- or but by embracing it as both-and. In certain circumstances, truth is a paradoxical joining of apparent opposites, and if we want to know the truth, we must learn to embrace those opposites as one. In the empirical world, there are choices to be made between true and false, choices that must be informed by fact and reason.

It takes training to think the world apart because we arrive in this world with an instinctive capacity to hold paradoxes together.

The ability to discriminate is important – but only where the failure to do so will get us into trouble. The kind of trouble we get into when we enter adulthood with partitions between thinking and feeling, personal and professional, shadow and light.

We split paradoxes so reflexively that we do not understand the price we pay for our habit. The poles of a paradox are like the poles of a battery: hold them together, and they generate the energy of life; pull them apart and, and the current stops flowing. When we separate any of the profound paired truths of our lives, both poles become lifeless specters of themselves- and we become lifeless as well. Dissecting a living paradox has the same impact on our intellectual, emotional, and spiritual well – being as the decision to breathing out would have on our physical health.

The world of education is filled with broken paradoxes-and with the lifeless results:

- We separate head from heart. Result: minds that do not know to feel and hearts that do not know how to think.

- We separate facts from feelings. Result: bloodless facts that make the world distant and remote and ignorant emotions that reduce truth to how one feel today.

- We separate theory from practice. Result: theories that have little to do with life and practice that is uninformed by understanding.

- We separate teaching from learning. Result: teachers who talk but do not listen and students who listen but do not talk.

A capacity to combine structure or intentionality with flexibility in both planning and leading the class are achieved:

- Thorough knowledge of the material I assigned to my students and a commitment to helping them master that material too

- A desire to help my students build a bridge between the academic text and their own lives and a strategic approach to enhance this

- An ability to see my students lives , a capacity to look beyond their initial self-presentation helping them to see themselves more deeply

- An aptitude for asking good questions and listening carefully to my student`s responses- not only to what they say but also to what they leave unsaid.

4.3.3 Paradox and Pedagogical Design:

The principle of paradox can guide us in thinking about classroom dynamics and in designing the kind of teaching and learning space that can hold a classroom session.

Space , here, can mean a complex of factors: the physical arrangement and feeling of the room, the conceptual framework that I build around the topic my students and I are going to explore, the emotional ethos I hope to facilitate, and the ground rules to guide our inquiry.

Palmer(1998) explains:

"The space that works best for me is one shaped by a series of paradoxes, and I think I understand why. Teaching and learning require a higher degree of awareness than we ordinarily possess- and awareness is always heightened when we are caught in creative tension."

Six paradoxical tensions that Palmer(1998) builds into the teaching and learning space, which are neither prescriptive nor exhaustive, are offered to illustrate how the principle of paradox might contribute to pedagogical design:

1- **The space should be bounded and open.** The boundaries around a teaching and learning space are created by using a question, a text, or a body of data that keeps us focused on the subject at hand. Within those boundaries students are free to speak, but their speaking is always guided toward the topic by the materials at hand.

2- **The space should be hospitable and "charged"**. Learning space must be hospitable- inviting as well as open, safe and trustworthy as well as free.

3- **The space should invite the voice of the individual and the voice of the group.** Space invite students to find their authentic voices.

But a teaching and learning space must be more than a forum for individual expression. It must be a place for the group voice that the group can affirm, question, challenge, and correct the individual voice.

4- **The space should honor the little stories of the individual and the big stories of the group`s disciplines and traditions.** There must be ample room for the individual`s stories, stories of personal experience in which the student`s inner teacher is at work.

5- **The space should support solitude and surround it with the resources of community.** In the deeper sense the integrity of the student`s inner self must be respected, not violated, if we expect the student to learn. Learning demands community – a dialogical exchange in which ignorance can be aired, ideas tested, biases challenged, and our knowledge expanded, an exchange in which we are not left alone to think our own thoughts.

6- **The space should welcome both silence and speech.**

Psychologists say that a typical group can abide about fifteen seconds of silence before someone feels the need to break the tension by speaking. But in authentic education, silence is treated as a trustworthy matrix for the inner work students must carry out, a medium for learning of the deepest sort. We educate with silence as well. Silence gives us a

chance to reflect on what we have said and heard, and silence can be a sort of speech emerging from the deepest parts of ourselves, of others, of the world.

4.3.5 Leadership:

What effects does successful leadership have on student learning?

How should the competing forms of leadership visible in the literature be reconciled?

Is there a common set of "basic" leadership practices used by successful leaders in most circumstance

What else, beyond the basics, is required for successful leadership?

How does successful leadership exercise its influence on the learning of students?

Our review of the evidence suggests that successful leadership can play a highly significant, and frequently underestimated, role in improving student learning. Specifically, the available evidence about the size and nature of the effects o successful leadership on student learning justifies two important claims:

1. Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.

This evidence supports the present widespread interest in improving leadership as a key to the successful implementation of large-scale reform.

2. Leadership effects are usually largest where and when they are needed most. Especially when we think of leaders in formal administrative roles, the greater the challenge the greater the impact of their actions on learning. These results, therefore, point to the value of changing, or adding to, the leadership capacities of underperforming schools as part of their improvement efforts or as part of school reconstitution.

The total direct and indirect effects of leadership on student learning account for about a quarter of total account effects.

These practices can be thought of as the "basics" of successful leadership.

Three sets of practices make up this basic core of successful leadership practices:

1. Setting Directions:

Evidence suggests that those leadership practices included in Setting Directions   account for the largest proportion of a leader's impact. This set of practices is aimed at helping one's colleagues develop shared understandings about the organization and its activities and goals that can under gird a sense of purpose or vision. People are motivated by goals which they find personally compelling, as well as challenging but achievable. Having such goals helps as well as challenging but achievable. Having such goals helps people make sense of their work and enables them to find a sense of identity for themselves within their work context.

2. Developing People:

Evidence collected in both school and nonschool organizations about the contribution of this set of practices to leaders' effects is substantial. While clear and compelling organizational directions contribute significantly to members' work-related motivations, they are not the only conditions to do so. Nor do such directions contribute to the capacities members often need in order to move in those directions. Such capacities and motivations are

Influenced   by the direct experiences organizational members have with those in leadership roles, as well as the organizational context within which people work.

3. Redesigning the Organization:

The contribution of schools to student learning most certainly depends on the motivations and capacities of teachers and administrators, acting both individually and collectively. But organizational conditions sometimes blunt or wear down educators' good intentions and actually prevent the use of effective practices.

In some contexts, for example, high-stakes testing has encouraged a drill-and-practice form of instruction among teachers who are perfectly capable of developing deep understanding on the part of their students. And extrinsic financial

incentives for achieving school performance targets, under some conditions, can erode teachers' intrinsic commitments to the welfare of their students.

Successful educational leaders develop their districts and schools as effective organizations that support and sustain the performance of administrators and teachers, as well as students. Specific practices typically associated with this set of basics include strengthening district and school cultures, modifying organizational structures and building collaborative processes. Such practices assume that the purpose behind the redesign of organizational cultures and structures is to facilitate the work of organizational members and that the malleability of structures should match the changing nature of the school's improvement agenda.

Empowering others to make significant decisions:

To make significant decisions: This is a key goal for leaders when accountability mechanisms include giving a greater voice to community stakeholders, as in the case of parent-controlled school councils; encouraging data-informed decision making should be a part of this goal.

Providing instructional guidance: This is an important goal for leaders in almost all districts and schools aiming to improve student learning. But it takes on a special character in the context of more explicit grounds for assessing the work of educators, as, for example, in the setting of professional standards and their use for purposes of ongoing professional development and personnel evaluation.

Developing and implementing strategic and school-improvement plans: When schools are required to have school-improvement plans, as in most school districts now, school leaders need to master skills associated with productive planning and the implementation of such plans. Virtually all district leaders need to be proficient in large-scale strategic-planning processes. Empowering others to make significant decisions is a key goal for leaders when accountability mechanism includes providing a greater voice to community.

Questionnaire:

Question (1)

A student`s cultural background impacts his expectations for learning, language, behaviors and communication style.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Question (2)

Diversity training for teachers is an essential component in pre-service teacher education programs.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Question (3)

Conflicts regarding diversity can negatively impact student attitudes and performance in the classroom.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Question(4)

Culturally educated teachers can solve bias in the classroom

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Question(5) .

In communities that are very diverse, teachers need to have an understanding of the different races, backgrounds and cultures in the community.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Question(6)

Teachers who speak both English and another language will garner respect from bilingual students.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Question (7)

A successful school provides its teachers with the appropriate support and guidance to accomplish their task.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Question (8)

The principle of paradox can guide us in thinking about classroom dynamics and designing factors that can hold a classroom session.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Question (9)

The poles of a paradox are like the poles of a battery, hold them together and they generate the energy of life.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Question (10)

Student`s inner self must be respected not violated.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Question (11)

More capacious habit of mind supports the capacity for connectedness on which teaching depends.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Question (12)

The world of education is filled with broken paradoxes and with lifeless results.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Question (13)

When we separate teaching from learning we create teachers who talk but o not listen and students who listen but do not talk.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

 Question (14)

Students who listen but do not talk are the result of bad teaching, lack of flexibility in planning and leading the classroom.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Question (15)

An aptitude for asking good questions and listening carefully to our students` responses create life in the session.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Question (16)

Paradox tension aims to a teaching and learning space that must be more than a forum for individual expressions.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Question (17)

Paradox tension aims to a space that should support solitude and surround it with resources of community.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Question (18)

Paradox tension aims to a space that should welcome both silence and speech. Silence gives us a chance to tore flect on what we have said and heard, and can be a sort of speech.

Question (19)   **Paradox tension aims to a space that should support solitude and surround it with resources of community.**

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Question (20)

Paradox tension aims to a space that should welcome both silence and speech. Silence gives us a chance to reflect on what we have said and heard, and can be a sort of speech.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Questionnaire (the copy provided for:

This research is meant to fulfill the requirements of a research paper entitled:'' The Impact of Diversity and Paradox on the Teachers Performance at Tertiary Level.''

Form distributed to applicants:

This questionnaire consists of 20 questions. Please note that, to answer each question you need to refer to the following table. There are four options. You are requested to choose the number applicable to your decision.

Please provide your honest views, overly positive and overly negative feedback, or neutral.

**Name: (optional)_____   Gender : (optional)   ___M/F_____   Age: (optional) _ _____
  Education_____**

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	2		3	4

1-A teacher`s training enhances his/her performance. ( )

2- Diversity and paradox are two indispensable factors in the process of successful teaching. ( )

3-A student`s cultural background impacts his expectations for learning, language, behaviors and communication style. ( )

4-Diversity training for teachers is an essential component in pre-service teacher education programs. ( )

5-Conflicts regarding diversity can negatively impact student attitudes and performance in the classroom. ( )

6-Culturally educated teachers can solve bias in the classroom. ( )

7-In communities that are very diverse, teachers need to have an understanding of the different races, backgrounds and cultures in the community. ( )

8-Teachers who speak both English and another language will garner respect from bilingual students. ( )

9-A successful school provides its teachers with the appropriate support and guidance to accomplish their task. ( )

10-The principle of paradox can guide us in thinking about classroom dynamics and designing factors that can hold a classroom session. ( )

11-The poles of a paradox are like the poles of a battery, hold them together and they generate the energy of life. ( )

12-Student`s inner self must be respected not violated. ( )

13-More capacious habit of mind supports the capacity for connectedness on which teaching depends.

14-The world of education is filled with broken paradoxes and with lifeless results. ( )

15-When we separate teaching from learning we create teachers who talk but o not listen and students who listen but do not talk. ( )

16-Students who listen but do not talk are the result of bad teaching, lack of flexibility in planning and leading the classroom. ( )

17-An aptitude for asking good questions and listening carefully to our students` responses create life in the session. ( )

18-Paradox tension aims to a teaching and learning space that must be more than a forum for individual expressions. ( )

19-Paradox tension aims to a space that should support solitude and surround it with resources of community. ( )
20-Paradox tension aims to a space that should welcome both silence and speech. Silence gives us a chance to reflect on what we have said and heard, and can be a sort of speech. ( )

5. ANALYSIS AND FINDINGS

Factor analysis of reliability and stability of samples 1-20 using SPSS

Variable 1

Questions 1-20

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.998
		N of Items	10[a]
	Part 2	Value	.997
		N of Items	10[b]
		Total N of Items	20
Correlation Between Forms			.998
Spearman-Brown Coefficient	Equal Length		.999
	Unequal Length		.999
Guttman Split-Half Coefficient			.994

a. The items are: q1, q2, q3, q4, q5, q6, q7, q8, q9, q10.
b. The items are: q11, q12, q13, q14, q15, q16, q17, q18, q19, q20.

The total number of samples =20

Valid cases for analysis =20

Excluded = non

Percentage = 100%

Cronbach's coefficient alpha =0.998

 Interpretation:

The variable analysis reveals a high reliability and stability, which means that the response will give similar results, if the questionnaire variables is repeated to the same or similar study population or community

Variable 2

 Questions 3, 5,6,8,16,17

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.997
		N of Items	3[a]
	Part 2	Value	.985
		N of Items	3[b]
	Total N of Items		6
Correlation Between Forms			.999
Spearman-Brown Coefficient	Equal Length		1.000
	Unequal Length		1.000
Guttman Split-Half Coefficient			.999

a. The items are: q3, q5, q6.

b. The items are: q8, q16, q17.

The total number of samples =6

Valid cases for analysis =6

Excluded = non

Percentage = 100%

Cronbach's coefficient alpha =0.9999

 Interpretation:

The variable analysis reveals a high reliability and stability, which means that the response will give similar results, if the questionnaire variables is repeated to the same or similar study population or community

Variable 3

 Questions 10,11,14,15,18,19,20

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.989
		N of Items	4[a]
	Part 2	Value	.991
		N of Items	3[b]
	Total N of Items		7
Correlation Between Forms			.998
Spearman-Brown Coefficient	Equal Length		.999
	Unequal Length		.999
Guttman Split-Half Coefficient			.967

a. The items are: q10, q11, q14, q15.

b. The items are: q15, q18, q19, q20.

The total number of samples =7

Valid cases for analysis =7

Excluded = non

Percentage = 100%

Cronbach's coefficient alpha =0.995

Interpretation:

The variable analysis reveals a high reliability and stability, which means that the response will give similar results, if the questionnaire variables is repeated to the same or similar study population or community

Variable 4

 Questions 7, 9

Reliability Statistics

Cronbach's Alpha	Part 1	Value	1.000
		N of Items	1[a]
	Part 2	Value	1.000
		N of Items	1[b]
	Total N of Items		2
Correlation Between Forms			1.000
Spearman-Brown Coefficient	Equal Length		1.000
	Unequal Length		1.000
Guttman Split-Half Coefficient			.999

a. The items are: q7, q7.
b. The items are: q9, q9.

The total number of samples =2

Valid cases for analysis =2

Excluded = non

Percentage = 100%

Cronbach's coefficient alpha =0.999

Interpretation:

The variable analysis reveals a high reliability and stability, which means that the response will give similar results, if the questionnaire variables is repeated to the same or similar study population or community

Variable 5

 Questions 12, 13

Reliability Statistics

Cronbach's Alpha	Part 1	Value	1.000
		N of Items	1[a]
	Part 2	Value	1.000
		N of Items	1[b]
	Total N of Items		2
Correlation Between Forms			.980
Spearman-Brown Coefficient	Equal Length		.990
	Unequal Length		.990
Guttman Split-Half Coefficient			.982

a. The items are: q12, q12.
b. The items are: q13, q13.

The total number of samples =2

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Valid cases for analysis =2

Excluded = non

Percentage = 100%

Cronbach's coefficient alpha =0.982

 Interpretation:

The variable analysis reveals a high reliability and stability, which means that the response will give similar results, if the questionnaire variables is repeated to the same or similar study population or community

Variable 6

Questions 1, 2 and 4

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.999
		N of Items	2[a]
	Part 2	Value	1.000
		N of Items	1[b]
	Total N of Items		3
Correlation Between Forms			.984
Spearman-Brown Coefficient	Equal Length		.992
	Unequal Length		.993
Guttman Split-Half Coefficient			.857

a. The items are: q1, q2.

b. The items are: q2, q4.

The total number of samples =3

Valid cases for analysis =3

Excluded = non

Percentage = 100%

Cronbach's coefficient alpha = 0.995

 Interpretation:

The variable analysis reveals a high reliability and stability, which means that the response will give similar results, if the questionnaire variables is repeated to the same or similar study population or community

6.   DISCUSSION AND INTERPRETATION OF THE DATA

With reference to the results of the questionnaire questions   (3, 5, 6, 8, 16, and 17) investigate the negative impact of diversity related to communities that are very diverse. These questions also evoke the principle of paradox where paradox tension should support solitude.

Questions (10,11, 14, 15, 18,19 and 20) assert respect and connectedness, and that silence and speech should be the aims.

The questions (7, and 9) declare that a successful school should provide teachers with materials to accomplish their task.

The questions (12 and 13) show that teaching and learning should come together and be kept in coordination and harmony.

The questions (1, 2, and 4) are devoted to reveal the information that the students culture affects the learning, behavior and communication style. These questions also assert that diversity training and culture are crucial elements to create a well equipped teacher.

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7.   FINDINGS

Presenting the descriptive statistics, the statistical analyses are illustrated using the computer package (SPSS) to investigate and test the determinate area . All these are dealt with in concern with (The Impact of Paradox and Diversity on EFL learners at Tertiary Level), which states that paradox and diversity principles aim at remedies that could be handled to achieve unique performance.

8.   CONCLUSION

Our review of the evidence leads to three conclusions about how successful leadership influences student achievement:

1. Mostly leaders contribute to student learning indirectly, through their influence on other people or features of their organizations.

2. The evidence provides very good clues about who or what educational leaders should pay the most.

3. We need to know much more about what leaders do to further develop those high-priority parts of their organizations.

There seems little doubt that both district and school leadership provides a Critical bridge between most educational-reform having those Reforms make a genuine difference for all students. Such leadership comes from many sources, not just superintendents and principals. But those in formal positions of authority in school systems are likely still the most influential. Efforts to improve their recruitment, training, evaluation and ongoing development should be considered highly cost-effective approaches to successful school improvement.

Evidence about leadership effects on students:

Most of what we know empirically about leaders' effects on student learning Concerns school leaders. District leadership effects on students have, until recently, been considered too indirect and complex to sort out trivialize than clarify its meaning.

The basics of successful leadership:

Much of the success of district and school leaders in building high performance organizations (organizations which make significantly greater than- expected contributions to student learning) depends on how well these leaders interact with the larger social and organizational context in which they fi nd themselves. Nevertheless, evidence from district, school and non-education organizations points to three broad categories of successful leadership practices which are largely independent of such context. Such practices are "the basics" of good leadership and are necessary but not sufficient in almost all situations.

Successful superintendent leadership:

While there is a reasonable amount of evidence to support the value of superintendents exercising the basic leadership capacities described above, we know much less about what else successful superintendents do.

(Hart and Ogawa, 1987) statistically estimated the influence of students in grades six and 12 in 70 California school districts, while controlling for environmental and organizational variables.   They concluded that superintendents do have an influence on student performance, but acknowledged that their investigation was not designed to identify the processes by which that influence is exercised.

Murphy and Hallinger (1986) interviewed superintendents from 12 California school districts identified as instructionally effective in order to Ascertain district -level policies and practices employed by superintendents in carrying out their instructional leadership functions with principals. Their investigation revealed a core set of leadership functions reported by many of the superintendents, including: setting goals and establishing standards; selecting staff; supervising and evaluating staff; establishing an instructional and curricular focus; ensuring consistency in curriculum and instruction; and monitoring curriculum and instruction. Murphy and Hallinger(1986) note, however, that there was substantial variation among their small sample of superintendents in how these functions were enacted, and they caution about the absence of corroborating data from their interviews. We have found little further research that builds upon and extends these early studies in the evolving context of state education policies and standards-based reform.

Filling this hole in our knowledge base will be an important contribution of our study. At the present time, a small number of studies describes how superintendents and their staffs work with state policies and regulations to ensure authentic reflection of such reform efforts while, at the same time, doing justice to local district and school priorities. For example, based on evidence from a successful Illinois district, (Leithwood and Prestine ,2002) identified three sets of leadership practices which seem to be successful responses to this challenge.

Capturing the attention of school personnel: Students and teachers are not often initially attentive to initiatives from the district or state nor are they much aware of the changes such initiatives imply for their own practices. So district leaders need to capture the attention of teachers and students in a variety of ways. When the changes are driven, as is often the case at this time, by new standards, one of the most successful initiatives that district leaders can take is to use formative and summative student assessments aligned to the new standards. This strategy typically engages the attention of parents and principals.

■ Capacity building: While assessments capture people's attention, productive change requires a powerful response to the dilemmas and   conflicts they create. For district leaders, an effective response is to develop a strong, in-house, systematically aligned, professional development program.

■ Pushing the implications of state policies into schools and classrooms: Depending on:

Successful principal leadership:

To be successful in highly accountable policy contexts, school leaders need to:

■ Create and sustain a competitive school. This set of practices is important for district and school leaders when they find themselves in competition for Students in education "markets" which feature alternatives to existing public Schools such as charter, magnet and private schools perhaps supported through tuition tax credits.

■ Empower others to make significant decisions. This is a key set of leadership practices, particularly when accountability mechanisms include giving a greater voice to community stakeholders as in the case of parent-controlled school councils.

■ Provide instructional guidance. While this is an important set of leadership practices in almost all districts and schools aiming to improve student learning, it takes on a special character in the context of more explicit grounds for assessing the work of educators, as for example, the setting of professional standards and their use for purposes of ongoing professional development and personnel evaluation.

■   Develop and implement strategic school improvement plans. When schools are required to have school improvement plans, as most districts now demand, school leaders need to master skills associated with productive planning and the implementation of such plans. Virtually all district leaders need to be proficient in large-scale strategic planning processes.

Successful leadership in diverse cultural and socioeconomic contexts calls for the integrated use of two distinct approaches to leadership. The first approach includes implementing policies and initiatives which, according to the best evidence available, serve well those populations of children about which we have been concerned. Such practices might include providing parent education programs, reducing class sizes and building rich curricula delivered through sustained discourse structured around powerful ideas.

The second approach to leadership aims to ensure, at minimum, that those policies and other initiatives which were identified are implemented equitably.

Strategies   associated with this approach, beyond those described to this point, include: heightening the awareness of school community members to unjust situations which they may encounter and how such situations affect students' lives; providing members of generate inequities; and the school community the capacities needed to avoid situations that providing opportunities to become involved in political action aimed at reducing inequities (Ryan, 1998).

Individual teacher qualities and mental models:

A good deal of recent research about the qualities of teachers that are linked to student learning has been driven by debates about whether teaching should be considered and promoted as a profession, or if it should be deregulated and opened up to people without formal teacher preparation (Darling- Hammond and Youngs, 2002). The bulk of this

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evidence suggests that significant amounts of variation in student learning are accounted for by teachers' capacities, including:

■   Basic skills, especially literacy skills.

■   Subject matter content knowledge.

■   Pedagogical skill.

■   Pedagogical content knowledge.

■   Classroom experience.

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