

## **Week 5 One-Page Overview of the Readings**

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### **Reading 1: Lomotey**

The role of “Principal” is a significant position in the field of education and because of its significance as a leadership position, navigating this role can be quite the task. Lomotey (1993) introduces us to African American principal data that highlights the duality of role identity within the bureaucratic/administrator role ( i.e. teacher supervision, standards and assessments, and curriculum development) and the ethno-humanist role (i.e. bond based on similar identity or African American culture). Black principals are oftentimes vacillating between these two role identities due to their level of commitment and responsibility to running a fully functioning school and to the students, parents, and community (Lomotey, 1993). Black principals are able to tap into the ethno-humanist role because of the homophily that is shared within black culture (Lomotey,1993).

### **Reading 2: Tillman**

Black principals existed prior to the Brown V. Board of Education decision however, post the decision we saw dwindling numbers of black leadership which has carried through to the present day (Tillman, 2004). Black leadership held a significant place in black education as Black leaders rejected deficit based models in the theorizing of black education (Tillman, 2004). Unfortunately, desegregation had unintended consequences that undermined the progress within black education and essentially assisted with the eradication of Black principals (Tillman, 2004).

### **Reading 3: Horsford, Grosland & Gunn**

This article examined the ways in which culturally relevant and antiracist pedagogy inform school leadership. It first explores the shifting demographics of the US public school system and the growing racial and cultural incongruence that exists between teachers and students. Similarly, school leaders are majority white even though the growing school population is increasingly composed of students of color, pointing to further demographic divides. The authors propose a framework for culturally relevant leadership which emphasizes four dimensions: the political context, a pedagogical approach, a personal journey, and professional duty (Horsford et. al, 2011).

### **Reading 4: Khalifa, Gooden & Davis**

School leaders have a responsibility to counter oppression through culturally responsive school leadership. As schools become more racially and culturally diverse, the need is dire for increased cultural relevance and school leaders have the power to ensure that their school culture accepts, affirms and values students from culturally diverse backgrounds. This requires them to be critically self aware and to prioritize teacher development and curriculum grounded in culturally responsive pedagogy. Additionally, they must actively engage students and parents in community contexts within and outside of the school. Finally, “leadership preparation programs should prioritize CRSL as much as, if not more than, other forms of leadership, especially

considering the consistent poor performances and exclusionary schooling practices that often confront students of color.

#### References

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- Khalifa, M. A., Gooden, M. A., & Davis, J. E. (2016). Culturally responsive school leadership: A synthesis of the literature. *Review of Educational Research, 86*(4), 1272-1311.
- Lomotey, K. (1993). African-American principals beaurocrat/administrators and ethno-humanists. *Urban Education, 27*(4), 395-412.
- Tillman, L. (2004). African American principals and the legacy of Brown. *Review of Research in Education, 28*, 101-146.