ANALYSIS OF CULTURALLY RESPONSIVE PRACTICES IN AUSTRIAN SCHOOLS

Project name:	Supporting Culturally Responsive Leadership and Evaluation in Schools (CReLES)
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1   Introduction and Background

The theory of Culturally Responsive Leadership suggests that school leaders need to be aware of the increasing cultural and lingual diversity in schools and to put in place mechanisms that ensure equitable educational provision for every student. However, ensuring equity of participation for all students involves significant challenges for school leaders and other members of the school community (see, for example, Ladson-Billing, 2007; English et al. 2012; Lopez, 2015; Khalifa et al. 2016; Gay, 2018; Khalifa, 2020). One of the most significant challenges according to Bustamante et al. (2009) relates to school leaders and teachers' lack of capacity to organise learning for the diverse student body which leads to several others. Other challenges for equity of participation also emerge. According to Khalifa (2020), Bustamante et al. (2009) among others, school leaders personal bias and the community they work with can promote a deficit view of marginalised, minority students which can result in the low self-esteem of students and ultimately contribute to poor achievement standards (Brown, 2007). Notwithstanding localised issues that emerge, School leaders' in some centralised education systems such as Ireland have a limited say in developing or modifying existing curriculum and assessment practices that have the potential to be provide more equitable opportunities to all students regardless of their cultural background.

To meet these challenges and as part of a three-year Erasmus+ funded project entitled Culturally Responsive Leadership and Evaluation in Schools (CReLES); this project that includes Higher Education Institutions in Austria, Ireland, Russia and Spain, aims to develop evaluation frameworks, supports (presented as a toolkit) and remote training programmes for school leaders in the area of Culturally Responsive Leadership. The first phase of CReLES that forms the basis for this report includes an exploratory survey and analysis of the extent to which schools currently engage in Culturally Responsive Leadership, the challenges they have encountered, and the leadership supports that are required. This phase of the study is divided into three stages.

Stage 1 consisted of a review of culturally responsive practices in schools to ascertain the challenges faced by school leaders and the supports needed in developing multicultural environments learning environments (Brown *et al.* 2020). Within this, CRELES partners developed and subsequently piloted the survey. The survey consists of four sections.
- **Section one** of the survey was for the purpose of providing an outline profile of schools.
- **Section two** of the survey was for the purpose of providing an outline profile of school leaders.
- **Section three** of the survey was for the purpose of exploring existing culturally responsive practices in schools.
- **Section four** of the survey was for the purpose of exploring the challenges and supports for culturally responsive practices in schools.

Stage 2 of this phase of the study required each partner country to provide a descriptive analysis of the feedback from schools in their education systems.

Finally, **stage 3**, using parametric and non-parametric statistical techniques, provides a comparative analysis of the findings will be carried out using the data sets from each partner countries.

This report presents a descriptive analysis of results derived from stage 2 of the Austrian data set. However, it must be noted that despite three rounds of requests, the survey completion response rate has been unusually low in comparison to previous national surveys. Plausible explanations given for the low response rate relate to the fact that surveys were sent to schools during the pandemic; a time when most school principals were working remotely and/or had extra pressures due to the pandemic. Nonetheless, given the low response rate, caution should be taken when inferences are made relating to the entire population of Austrian schools. The next section of the report provides a descriptive analysis of closed and open-ended responses and is divided into four sections: (1) *School sample characteristics;* (2) *School Leaders sample characteristics; (3) Leadership in Diverse Environments;* and (4) *Challenges and Supports.* Within each section, survey responses are initially described.

2.   School sample characteristics

This section of the report presents the school sample characteristics. The first subsection describes the school location, type, student and staff number and the like. The second subsection describes the % composition of student population attending schools with regards to Special Educational Needs (SEN), socio-economically disadvantaged background or migrant background and the strategies that schools use for the integration of migration background students.

2.1   School characteristics

The majority of school principals who responded to the survey are from small towns or large cities (see Table 1).

Question	*Answer Choices*	*%*	*Count*
Which best describes your school's location?	A Village, Hamlet or Rural area (up to 3,000 people)	14.86	22
	Small town (3,001 to 15,000 people)	32.43	48
	Town (15,001 to 100,000 people)	10.81	14
	City (100,001 to 1,000,000 people)	8.11	12
	Large city (more than 1,000,000 people)	33.78	50
	Total	**100.0**	**148**

Table 1: School Location (2 missing values)

Table 2 shows that almost 94% of respondents work in public schools, which are managed directly or indirectly by a public education authority, government agency, or governing board appointed by government or elected by public franchise.

Question	*Answer Choices*	*%*	*Count*
Is your school a public or private school?	A public school	93.84	137
	A private school	6.16	9
	Total	**100.0**	**146**

Table 2: School Type (4 missing values)

Table 3 reveals that 2 out of 3 schools are situated in areas where there are two or more schools that compete for students.

Question	Answer Choices	%	Count
Which of the following statements best describes the schooling available to students in your location?	There are two or more other schools in this area that compete for our students.	61.64	90
	There is one other school in this area that competes for our students.	17.12	25
	There are no other schools in this area that compete for our students.	21.23	31
	Total	**100.0**	**146**

Table 3: Number of competitor schools in the student catchment areas (4 missing values)

As can be seen in **Table 4**, a significant number of schools (19.59% + 66.22%) that responded to the survey have student numbers ranging between 501-1500 while the percentage of schools larger or smaller than these is very small. About 8% of schools have student numbers ranging between 100 and 500.

Question	Answer Choices	%	Count
Approximately how many students attend your school?	1501 or more	4.73	7
	1001- 1500	66.22	98
	501 - 1000	19.59	29
	100 - 500	8.11	12
	99 or less	1.35	2
	Total	**100.0**	**147**

Table 4: School Size (3 missing values)

Table 5 shows that almost 80% of the schools who completed the survey were general secondary schools (Mittelschule). Almost 15% of respondents were academic secondary schools and less than 10 schools were special education or pre-vocational schools.

Question	Answer Choices	%	Count
Is your school a…	Mittelschule (general secondary school [10-14 years])	79.73	118
	Allgemeinbildende höhere Schule (academic secondary school [10-18 years])	14.86	22
	Sonderschule (special education school; [10-14 years] only about 2% of the age group go to these schools)	1.35	2
	Polytechnische Schule (pre-vocational school [14-15y])	4.05	6
	Total	**100.0**	**148**

Table 5: School Type (2 missing values)

Table 6 shows the general pattern of staff composition.

Question		Mean	Median	Mode
Please indicate the approximate number of full time equivalent staff working in your school in	Teachers	35.8	30.0	multi
	Support Staff	2.3	2.0	1.0
	School Administrative Personnel	0.6	0.0	0.0

| each type of position mentioned. | School Management Personnel | 1.2 | 1.0 | 1.0 |
| | Other staff | 2.3 | 1.5 | 0.0 |

Table 6: Number of various staff in schools

2.2   Student Population Composition and Integration Strategies

Table 7 shows that the majority (16.65% + 38.10%) of the schools that responded to the survey have a student population of more than 30% whose first language is different from the language of instruction. Likewise, almost 5 out of 10 schools have a student population of more than 30% who are immigrants or have a migrant background. On the other hand, a majority (62%) of schools have a student population of between 1% to 10% of students who are refugees.

		None		1% to 10%		11% to 30%		31% to 60%		More than 60%	
Question	*Theme*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*
Please estimate the broad percentage of students in your school who have these characteristics	Students whose first language is different from the language(s) of instruction	2.72	4	23.81	35	19.73	29	15.65	23	38.10	56
	Students with special needs	4.73	7	66.22	98	19.59	29	8.11	12	1.35	2
	Students from socio economically disadvantaged homes	0.68	1	29.05	43	24.32	36	24.32	36	21.62	32
	Students who are immigrants or with migrant background	2.70	4	27.70	41	19.59	29	16.22	24	33.78	50
	Students who are refugees	19.59	29	62.16	92	12.16	18	6.08	9	0.00	0

Table 7: % of student population with migration background, SEN, socio-economically disadvantaged background, refugees and whose language is different from the language of instruction

Table 8 reveals that a majority (60%) of schools place students in mainstream classes immediately after their admission and approximately 21% of students spend some time in special language immersion classes and some in the mainstream classes (sports, music, drama, art, etc.) until they learn the language of instruction. Only 3% of migrant students have separate classes altogether.

Question	Answer Choices	%	Count
Which of the following arrangement describes migrant students' (a refugee, immigrant student, and students with a migrant background) integration in your school?	Migrant students are placed in mainstream classes immediately after their admission	60.14	89
	Migrant students spend some time in special language immersion classes and some in the mainstream classes (sports, music, drama, art, etc.) until they learn the language of instruction	20.95	31
	Migrant students have separate classes altogether	2.70	4
	Other arrangements	16.22	24
	Total	**100.0**	**148**

Table 8: Arrangements for integrating students with a migration backgrounds in schools (2 missing values)

2.2   Profile of School Leaders

This section of the survey presents the profile of the school leaders who participated in the study.

Table 9 reveals that about 58% of the principals who responded to this question are female.

Question	Answer Choices	%	Count
Are you female or male?	Female	57.93	84
	Male	42.07	61
	No answer	0.00	0
	Total	**100.0**	**145**

Table 9: School Leaders' Gender (5 missing values)

Table 10 shows that the mean and median ages are almost the same and most of the principals are in their 50s.

Question	Mean Age	Median	Mode	Minimum	Maximum
How old are you?	54.2 years	55 years	multi	34 years	64 years

Table 10: School leaders' Age (4 missing values)

As shown in **Table 11**, the majority of school principals (51% + 24%) have a Bachelor degree in education or a master degree apart from education.

Question	Answer Choices	%	Count
What is the highest level of formal education that you have completed?	Bachelor degree in education	50.68	74
	Master degree in education	13.01	19
	Any other bachelor degree	8.22	12
	Any other master degree	23.97	35
	Doctorate	0.68	1
	Any other university/higher education qualification (Please specify)	3.42	5
	Total	**100.0**	**146**

As can be seen from **Table 12**, the mean and median values of the principals' experience in the management role are 6.9 and 6 years respectively, while the mean and median values of their experience as teachers is between 27.1 and 28 years. The mode for both of these variables is 2 and 30 years.

Question		*Mean*	*Median*	*Mode*	*Minimum*	*Maximum*
How many years of experience do you have?	Experience as a principal	6.9	6.0	2.0	0	23
	Experience as a teacher	27.1	28.0	30.0	4	42

Table 12: School Principals' management and teaching experience

3.0   School Leaders' Preparation for Cultural Responsivity

This section focuses on assessing the professional competence of principals with regards to cultural responsivity. The first subsection presents the various school leadership preparation/training programmes that are available and the extent that principals have availed of these opportunities. This subsection also explores if principals have recently been engaged in professional development activities. The second subsection describes the level of principals' professional development needs in a range of professional areas related to school leadership and the barriers to their participation in courses specifically focused on culturally responsive leadership practices in schools. Finally, the third subsection describes principals' beliefs in relation to culturally diverse school environments.

3.1. Professional Development Opportunities for School Leaders

A sizeable proportion of school principals (81.25% and 72.73%) stated that they have received training in school administration and instructional leadership whereas the majority of principals (75.69%) stated that no training has been given on culturally responsive leadership.

| | | Training Provided | | | | When the Training took place | | | |
| | | Yes | | No | | Before taking up a position as principal | | After taking up a position as principal | |
Question	*Theme*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*
Did the formal education you completed or In-service training/short course/workshops you attended include the following and, if yes, was this before or after you took up a position as principal?	School administration or principal training programme or course	81.25	117	18.75	27	24-03	31	75.97	98
	Instructional leadership training or course	72.73	104	27.27	39	33.05	39	66.95	79
	Culturally responsive leadership training or course	24.31	35	75.69	109	33.33	17	66.67	34

Table 13: Information about Principals' training in School administration, Instructional Leadership and Culturally responsive leadership and the timing of the training

In response to items related to the professional development activities that principals have attended recently (Table 14), a majority of principals (>80%) agreed having attended seminars about leadership and read professional literature. On the other hand, many (71.22 – 72.99%) principals acknowledged not having received any formal qualification, training in leadership under the conditions of cultural diversity or attended conference about educational issues related to cultural diversity the last twelve months.

		Yes		No	
		%	*Count*	*%*	*Count*
Question	**Theme**				
During the last 12 months, did you participate in any of the following professional development activities aimed at you as a principal?	Courses/seminars about leadership	81.82	117	18.18	26
	Courses/seminars about leadership under the conditions of cultural diversity	27.54	38	72.46	100
	Education conferences where teachers, principals and/or researchers present their research or discuss educational issues that specifically relate to cultural diversity	27.01	37	72.99	100
	Formal qualification programme (e.g. a degree programme)	28.78	40	71.22	99
	Peer and/or self-observation and coaching as part of a formal arrangement	66.43	95	33.57	48
	Participation in a network of principals formed specifically for the professional development of principals	54.35	75	45.65	63
	Reading professional literature	95.83	138	4.17	6
	Other Professional Development Opportunities: Please elaborate is the space below.	37.50	12	62.50	20

Table 14: Participation in professional development activities

3.2   School Leaders' professional development needs and barriers to participation

Table 15 shows that 1 out of 4 principal has a high level of need in designing professional development for/with teachers and in developing collaboration among teachers. More than half of the principals who participated in the study indicate at least a moderate level of need for new developments in (culturally and linguistically diverse school) leadership, designing professional development for/with teachers, observing classroom instruction, providing effective feedback and in developing collaboration among teachers. Considering all fourteen professional development needs the six areas that are exclusively focused on cultural responsivity do not differ from the other needs.

Question	Theme	No need at present		Low level of need		Moderate level of need		High level of need	
		%	Count	%	Count	%	Count	%	Count
For each of the areas listed below, please indicate the extent to which you currently need professional development.	New developments in leadership	16.67	24	30.56	44	38.19	55	14.58	21
	New developments in culturally and linguistically diverse school leadership	14.38	21	30.14	44	39.04	57	16.44	24
	Managing classes with multilingual/multicultural students	20.69	30	40.69	59	28.28	41	10.34	15
	Current national /local policies that specifically relate to multicultural and multilingual education	25.00	36	36.81	53	31.25	45	6.94	10
	Using data for tracking progress of migrant students	17.12	25	37.67	55	33.56	49	11.64	17
	Designing the school curriculum	21.68	31	33.57	48	28.67	41	16.08	23
	Designing the school curriculum for the inclusion of students from migrant backgrounds	24.83	36	36.55	53	24.14	35	14.48	21
	Designing professional development for/with teachers	8.45	12	23.94	34	40.85	58	26.76	38
	Designing professional development for/with teachers to enhance teaching and learning with students from a migration background	15.17	22	36.55	53	29.66	43	18.62	27
	Observing classroom instruction	13.01	19	35.62	52	37.67	55	13.70	20
	Providing effective feedback	10.34	15	26.90	39	45.52	66	17.24	25
	Promoting equity and diversity	10.56	15	40.14	57	28.87	41	20.42	29
	Developing collaboration among teachers	8.22	12	26.71	39	39.73	58	25.34	37
	Recruitment and retention of staff								

Table 15: Professional development needs

Table 16 presents the barriers to participation in professional development courses as perceived by the principals. Three types of barriers that have received some sizeable percentages are work schedule (47.26%), the absence of incentives for participating in professional development (40.97%) and the unavailability of relevant professional development (38.74%). A significant number of principals (> 63%) acknowledged that they think they have the prerequisites, professional development is not

expensive, they do not lack employer's support and their family responsibilities do not prevent participation.

Question	Theme	Strongly disagree		Disagree		Agree		Strongly agree	
		%	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*
How strongly do you agree or disagree that the following present barriers to your participation in professional development courses that are specifically designed to enhance culturally responsive leadership practices in schools?	I do not have the pre-requisites (e.g. qualifications, experience, seniority)	85.42	123	11.81	17	2.78	4	0.00	0
	Professional development is too expensive	75.69	109	20.14	29	2.78	4	1.39	2
	There is a lack of employer support	63.70	93	18.49	27	8.22	12	9.59	14
	Professional development conflicts with my work schedule	33.56	49	19.18	28	23.29	34	23.97	35
	I do not have time because of family responsibilities	67.12	98	20.55	30	10.27	15	2.05	3
	There is no relevant professional development offered	21.13	30	40.14	57	26.06	37	12.68	18
	There are no incentives for participating in professional development	31.25	45	27.78	40	28.47	41	12.50	18
	I don't think it is important for my school	51.37	75	26.03	38	15.75	23	6.85	10

Table 16: Barriers to participation in professional development

3.3 School Leaders' beliefs and readiness for cultural responsivity

As can be seen from **Table 17**, in most of the responses, principals have expressed positive approaches towards cultural diversity and learning of students from diverse cultural and ethnic backgrounds. For example, all principals who responded agree or strongly agree that 'Immigrant children should have the same educational opportunities that other children in the country have'. A similar level of response can also be seen for the following three statements: Respecting other cultures is something that children and young people should learn as early as possible (97.27% agree and strongly agree); it is important for students to learn that people from other cultures can have different values (95.92% agree and strongly agree); and it is important to be responsive to differences in students' cultural backgrounds (95.89% agree and strongly agree).

A similar pattern emerges from the data in **Table 19.** The majority of the principals (>83%) claim that (to a moderate extent or a (very) large extent) students in their schools learn about the histories of diverse ethnic and cultural groups that live in other countries and in their own country; the different ethnic and cultural perspectives on historical and social events; and how people from different cultures can have different perspectives on some issues. On the other hand, 2 out of 3 principals declare that to no or only a small extent they celebrate festivities from other cultures in the schools, offer opportunities to students to communicate with people from other cultures via web/internet/social media a decent minority of principals or offer exchange programmes with schools in other countries.

Question	Theme	Strongly disagree		Disagree		Agree		Strongly agree	
		%	Count	%	Count	%	Count	%	Count
Do you agree or disagree with the following statements in relation to culturally diverse environments?	Immigrant children should have the same educational opportunities that other children in the country have	0.00	0	0.00	0	7.48	11	92.52	136
	It is important to be responsive to differences in students' cultural backgrounds	0.00	0	4.11	6	41.78	61	54.11	79
	It is important for students to learn that people from other cultures can have different values	0.68	1	3.40	5	25.17	37	70.75	104
	Respecting other cultures is something that children and young people should learn as early as possible	0.00	0	2.72	4	12.24	18	85.03	125
	It is beneficial for the academic success of students from diverse cultural and ethnic backgrounds when schools regard their cultural differences	0.68	1	8.84	13	51.02	75	39.46	58
	It is crucial for the academic success of students with migration background that schools offer courses in their native language	14.97	22	47.62	70	27.89	41	9.52	14
	It is important for the academic success of students with a migration background that they learn the language of instruction only	0.00	0	6.12	9	45.58	67	48.30	71
	It is best for school cohesion when schools emphasise the mainstream culture among their students	13.61	20	22.45	33	42.18	62	21.77	32
	In order to achieve the school's goals it is necessary that the school continually evaluates its structures and practices to meet the needs of students from different cultural backgrounds	3.45	5	17.93	26	48.28	70	30.34	44
	It is best for school cohesion when the school encourages linguistic diversity in school	3.42	5	23.29	34	42.27	62	30.82	45

Table 17: Features of culturally diverse environments

3.4   Leadership in Diverse Environments

As can be seen from **Table 18**, the majority of principals claim that that their schools to a moderate extent or a large extent (>79%) are teaching students how to deal with ethnic and cultural discrimination; adopting teaching and learning practices that integrate global issues; making interculturalism visible in their schools; and teaching student to be inclusive of different cultural backgrounds. The majority of principals acknowledge that they implemented explicit policies against cultural discrimination (84,50%) and to appreciate and support cultural diversity (85,31%) to at least a moderate extent.

Furthermore, while the majority of the schools offers additional language support for learning the language of instruction for students from migration backgrounds (84,82%) to a moderate or (very) large extent, about 3 out of 4 principals report that additional support for psychosocial well-being of (75,97%) or other subjects for (45,89%) students from migration backgrounds are not implemented or only to a small extent.

Question	Theme	To no extent		To a small extent		To a moderate extent		To a large extent		To a very large extent	
		%	Count	%	Count	%	Count	%	Count	%	Count
To what extent are the following policies and practices in relation to diversity implemented in your school?	Supporting activities or organisations that encourage students expression of diverse ethnic and cultural identities (e.g. artistic groups)	10.27	15	21.92	32	41.78	61	19.18	28	6.85	10
	Organising multicultural events (e.g. cultural diversity day, festivals and special days of all the cultures)	22.60	33	25.34	37	32.19	47	13.01	19	6.85	10
	Teaching students how to deal with ethnic and cultural discrimination	1.37	2	17.12	25	32.88	48	34.93	51	13.70	20
	Adopting teaching and learning practices that integrate global issues throughout the curriculum	2.05	3	15.75	23	30.14	44	39.73	58	12.33	18
	Making inter-culturalism visible in the day-to-day life of the school (e.g. school displays, every child's name is correctly pronounced, etc.)	3.47	5	17.36	25	32.64	47	30.56	44	15.97	23
	Teaching students to be inclusive of different cultural backgrounds	0.69	1	2.76	4	11.03	16	34.48	50	51.03	74
	Explicit policies against cultural discrimination	5.63	8	9.86	14	19.01	27	25.35	36	40.14	57
	Explicit policies to appreciate and support cultural diversity	4.20	6	10.49	15	28.67	41	30.77	44	25.87	37
	Additional language support for learning the language of instruction for students from migration backgrounds	8.28	12	6.90	10	13.79	20	31.03	45	40.00	58
	Additional support for other subjects for students from migration backgrounds	21.92	32	23.97	35	26.03	38	18.49	27	9.59	14
	Additional support for psychosocial well-being of students from migration backgrounds	23.45	34	52.52	37	22.76	33	18.62	27	9.66	14

Table 18: Culturally responsive policies and practices implemented in schools

Question	Theme	To no extent		To a small extent		To a moderate extent		To a large extent		To a very large extent	
		%	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*
In your opinion, to what extent do the following statements reflect practices in your school?	In our school, students learn about the histories of diverse ethnic and cultural groups that live in other countries	0.68	1	7.53	11	36.30	53	40.41	59	15.07	22
	In our school, students learn about the cultures (e.g. beliefs, values, customs, arts) and histories of diverse ethnic and cultural groups that live in our country	0.69	1	11.03	16	29.66	43	42.76	62	15.86	23
	In our school, students learn about the different ethnic and cultural perspectives on historical and social events	0.00	0	13.10	19	37.93	55	34.48	50	14.48	21
	Students learn how people from different cultures can have different perspectives on some issues	0.68	1	15.75	23	34.25	50	36.99	54	12.33	18
	Our school offers an exchange programme with schools in other countries	67.36	97	10.42	15	9.03	13	6.94	10	6.25	9
	In our school, we celebrate festivities from other cultures	41.10	60	24.66	36	19.86	29	7.53	11	6.85	10
	We offer students the chance to communicate with people from other cultures via web/internet/social media	37.93	55	26.21	38	27.59	40	5.52	8	2.76	4

Table 19: Culturally responsive practices in schools

4   Challenges and Supports

This section presents challenges and supports for culturally responsive leadership in schools. The first subsection describes the various ways through which parents of migration background students are involved in school activities. The second subsection investigates schools' capacity to provide culturally and linguistically diverse instruction whilst the third subsection explores the attitude of the various stakeholders of the school whether they encourage or inhibit schools' efforts to promote cultural responsivity. The penultimate subsection that comprises two open-ended questions ascertains participants' perspective on benefits or challenges of having students with migration background while the last subsection seeks supports that the principals require to ensure the integration of students from such backgrounds.

4.1   Involvement of parents of migration background students in school activities

As can be seen from **Table 20,** more than 37% of principals are of the view that parents of migration background students almost never volunteer in physical activities, extra-curricular activities or in school library or media centre whilst more than 22% principals shared that they do not have any such activity at their schools. Furthermore, almost 50% of principals believe that parents of migration background students almost never appear as a guest speaker to talk about their cultural or religious practices and would at most occasionally (in about 30% of the chances when they could have) participate in parents' council or other related committees

Discussing their child's behaviour and progress on the school's initiative is the only activity in which slightly more than 50% of principals are of the view that parents of migration background students at least frequently participate.

4.2   Challenges to the school's capacity to manage the learning of diverse learners

Table 21 reveals that the majority of principals are of the view that their school's capacity to provide culturally and linguistically diverse instruction is least affected by a shortage or inadequacy of instructional space (e.g. classrooms; 39.86%) or library materials (50.34%) or the posting of hurtful information on the internet about students (36.62%). However, 37.06% and 32.41% of principals believe that (to a very large extent) the shortage of time for instructional leadership and of support personnel is hindering their school's capacity to provide culturally responsive instruction to students. Furthermore, nearly 50% principals (to a moderate or a (very9 large extent) are of the view that there is a shortage of teachers with competence to teach in multicultural and multilingual settings.

Question	Theme	Almost never (In about 10% of the chances when they could have)		Occasionally (In about 30% of the chances when they could have)		Sometimes (In about 50% of the chances when they could have)		Frequently (in about 70% of the chances when they could have)		Usually (in about 90% of the chances they could have)		Every time		No such activity at my school	
		%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
How often do parents of migrant students participate in any of the following school-related activities? If any of these activities are not organised at your school, please check the last column.	Discussing their child's behaviour or progress on the initiative of the school	8.33	12	13.89	20	21.53	31	20.83	30	26.39	38	6.94	10	2.08	3
	Volunteer in physical activities, e.g. building maintenance, carpentry, gardening or yard work	47.22	68	9.03	13	1.39	2	4.17	0	0.00	6	1.39	2	36.81	53
	volunteer in extra-curricular activities, e.g. book club, school play, sports, field trips	37.50	54	20.14	29	9.03	13	7.64	11	0.69	1	2.78	4	22.22	32
	Volunteer in the school library or media centre	55.24	79	6.29	9	1.40	2	1.40	2	0.00	0	0.00	0	35.66	51
	Appear as a guest speaker to talk about their cultural or religious practice	49.65	71	13.99	20	9.79	14	1.40	2	1.40	2	0.00	0	23.78	34
	Participate in Parent Council, Parent Association or school management committee	31.94	46	23.61	34	19.44	28	6.94	10	8.33	12	5.56	8	4.17	6
Table 20: Participation of parents of migrant students in school activities															

Question	Theme	To no extent		To a small extent		To a moderate extent		To a large extent		To a very large extent	
		%	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*
To what extent is your school's capacity to provide culturally and linguistically diverse instruction hindered by any of the following issues?	Shortage of financial resources	25.52	37	15.86	23	26.21	38	15.86	23	16.55	24
	Shortage of qualified teachers (mainstream)	26.76	38	32.39	46	19.01	27	11.27	16	10.56	15
	Shortage of teachers with competence in teaching students in a multicultural or multilingual setting	18.18	26	32.17	46	23.78	34	13.29	19	12.59	18
	Shortage or inadequacy of instructional space (e.g. classrooms)	39.86	57	15.38	22	14.69	21	17.48	25	12.59	18
	Shortage or inadequacy of library materials	50.34	73	23.45	34	15.17	22	4.83	7	6.21	9
	Shortage of support personnel	10.34	15	11.72	17	15.86	23	29.66	43	32.41	47
	Shortage of time for instructional leadership	11.89	17	11.19	16	18.88	27	20.98	30	37.06	53
	Shortage of time for distributed leadership	17.36	25	18.06	26	24.31	35	18.75	27	21.53	31
	Shortage of time with the students of migrant backgrounds	19.44	28	27.08	39	25.69	37	18.06	26	9.72	14
	Postings of hurtful information on the Internet about students	36.62	52	32.39	46	16.90	24	11.97	17	2.11	3

Table 21: Challenges that limit school's capacity to provide culturally and linguistically diverse instruction

4.3 *Parents and Community response to multiculturalism*

Table 22 reveals that less than 10% of principals are of the view that (to a large and a very large extent) parents and community members support their efforts for multicultural education in their schools while 35.86% of principals believe that (to a moderate extent) they have parental and community support in this regard. Furthermore, only 1 out of 4 principals (24.83%) is of the view that parents and community members are not critical of the increasing number of migrant students in their schools.

		To no extent		To a small extent		To a moderate extent		To a large extent		To a very large extent	
Question	**Theme**	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*
To what extent do the following statements reflect the situation in your school?	The majority of parents and community members support efforts of multi-cultural education in our school	24.14	35	30.34	44	35.86	52	8.97	13	0.69	1
	Parents and community members critical of the increasing numbers of migrant students in our school	24.83	36	29.66	43	22.07	32	17.93	26	5.52	8

Table 22: Parents and community response to multiculturalism

As can be seen in **Table 23** the majority of principals believe that school staff, principals of other schools, parents and students acknowledge the school's practices to support cultural diversity at least to a small ectent.

Question	Theme	To no extent		To a small extent		To a moderate extent		To a large extent		To a very large extent	
		%	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*	*%*	*Count*
To what extent do the following stakeholders acknowledge the school's practices with respect to cultural diversity?	School staff	0.70	1	11.97	17	34.51	49	46.48	66	6.34	9
	Colleagues (principals of other schools)	17.02	24	17.73	25	36.88	52	23.40	33	4.96	7
	School Board (consisting of teachers, parents etc.)	11.35	16	21.28	30	41.84	59	21.99	31	3.55	5
	Parents	10.00	14	23.57	33	43.57	61	18.57	26	4.29	6
	Students	3.55	5	14.89	21	44.68	63	28.37	40	8.51	12
	General Public (including media)	20.57	29	34.75	49	30.50	43	12.77	18	1.42	2
	Government (local / national)	46.43	65	20.71	29	20.00	28	10.71	15	2.14	3
	Other, please specify	53.33	8	0.00	0	20.00	3	6.67	1	20.00	3

Table 23: Stakeholders' acknowledgement of school's endeavours supporting cultural diversity

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