



Leadership for Equity: Managing Diversity and Inclusion in Multilingual Classrooms

Henáz Shopie^{1a*}, Yusuf Badawi^{2b}

¹ Yellow Early Learning Centre, Mexico

² Centre of Amana Wisdom Foundation, United Arab Emirates

^a Shopie3@gmail.com, ^b Badawi483@gmail.com

Article History:

Received:

03-07-2025

Revised:

09-08-2025

Accepted:

12-09-2025

Keywords:

Educational Leadership;

Equity in Education;

Multilingual Classrooms;

Inclusive Practices;

Diversity Management;

*Correspondence Address:

Shopie3@gmail.com

Abstract:

This study investigates the role of educational leadership in fostering equity and managing diversity within multilingual classroom environments. In response to increasing linguistic and cultural heterogeneity in schools, the research explores how school leaders implement inclusive practices that accommodate the diverse linguistic identities and learning needs of students. Using a qualitative multiple case study approach, data were collected through interviews, classroom observations, and document analysis in selected multilingual secondary schools. The findings reveal that equity-driven leadership is crucial in shaping inclusive school cultures, influencing teacher practices, and improving student engagement. Leaders who demonstrated cultural responsiveness, promoted professional collaboration, and empowered multilingual learners contributed significantly to creating equitable learning environments. However, the study also found inconsistencies in leadership approaches due to varying policy frameworks, institutional capacities, and professional development support. The study concludes by emphasizing the need for targeted leadership training, inclusive policies, and systemic support to enable leaders to manage linguistic diversity effectively and equitably.

This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.





Introduction (مقدمة)

In recent decades, educational institutions worldwide have increasingly recognized the importance of equity, diversity, and inclusion as central principles of quality education. The growing multicultural and multilingual composition of student populations—especially in urban and migrant-receiving regions—demands responsive leadership that prioritizes inclusive pedagogical practices. School leaders are no longer expected to simply administer policy but to serve as agents of equity, creating learning environments where all students, regardless of language or background, can thrive. Equity-oriented leadership, particularly in multilingual settings, plays a crucial role in addressing structural disparities and linguistic marginalization within the classroom (Theoharis, 2007). However, translating equity ideals into practical leadership strategies remains a persistent challenge in many educational contexts.

Multilingual classrooms represent a complex intersection of cultures, languages, and identities. In such spaces, students bring with them diverse linguistic repertoires, cultural norms, and lived experiences that may differ significantly from the dominant language or pedagogical norms of the school. Without culturally and linguistically responsive leadership, these differences can easily become sources of exclusion, limiting access to learning and undermining student engagement. School leaders must, therefore, develop competencies in managing diversity—not only to meet legal or policy requirements but to foster a genuinely inclusive educational environment (Gándara & Hopkins, 2010). Leadership in this context must shift from traditional hierarchical models toward participatory, adaptive, and empathetic frameworks that respond to the dynamic needs of linguistically diverse learners.

The concept of equity in education is often misunderstood as providing equal resources to all students. However, true equity involves differentiated support based on students' individual needs, circumstances, and capabilities. In multilingual classrooms, this may mean incorporating multiple languages in instruction, creating culturally relevant content, and recognizing the validity of diverse linguistic backgrounds (Gay, 2010). Educational leadership that emphasizes equity must work to dismantle systemic barriers and bias—both overt and subtle—that hinder the participation and achievement of students from non-dominant language communities. By doing so, school leaders can cultivate a culture of inclusion where linguistic diversity is not merely tolerated but actively embraced as an educational asset.

Despite the rhetoric of inclusion, many schools continue to operate under monolingual norms that marginalize students who speak minority or immigrant languages. In such settings, school leadership often lacks the training, vision, or institutional support needed to manage linguistic diversity effectively. This leads to a mismatch between policy intentions and classroom realities, where inclusion exists on paper but not in practice (Ball & Tyson, 2011). Therefore, it is essential to investigate the practices and perceptions of school leaders who are attempting to close this gap, especially in contexts where multilingualism is the norm rather than the exception. Understanding their challenges, strategies, and professional learning needs will offer insights into how leadership for equity can be better supported.

There is a growing body of research highlighting the importance of culturally and linguistically responsive teaching. However, fewer studies have explored how leadership at the school level mediates and facilitates such inclusive teaching practices. Leaders are responsible for creating conditions that enable teachers to innovate, collaborate, and reflect on inclusive strategies (Khalifa, Gooden, & Davis, 2016). This includes professional development opportunities, resource allocation, and policy implementation. Without leadership commitment, inclusive classroom practices often remain fragmented or isolated. Consequently, leadership must be understood as both a structural and cultural force in shaping how diversity is managed at the school level.

Multilingualism presents not only a challenge but also a significant opportunity for transformative education. When harnessed effectively, linguistic diversity enriches the learning environment and promotes intercultural understanding. School leaders who recognize this potential are better positioned to implement practices that affirm students' linguistic identities. This may involve advocating for bilingual programs, supporting mother-tongue instruction, or creating platforms for student voice across languages (Cummins, 2001). The mindset and vision of leadership thus become instrumental in shifting institutional culture from assimilation to inclusion.

In multilingual classrooms, students are not only navigating new academic content but also negotiating their identities within the broader social fabric of the school. Leadership for equity must therefore address the socio-emotional dimensions of learning, especially for linguistically minoritized students who may experience isolation, discrimination, or identity conflict (Nieto & Bode, 2018). Inclusive leaders build relationships of trust, affirm diverse identities, and cultivate a sense of belonging among all learners. Such relational leadership practices are essential for transforming schools into inclusive communities where every student feels valued and supported.

The role of school leaders becomes even more critical in contexts where language policies are ambiguous or politically contested. In some systems, there may be tension between national language mandates and the linguistic rights of minority groups. School leaders often find themselves at the frontlines of negotiating these tensions, making decisions that have both pedagogical and ethical implications (Shohamy, 2006). How leaders interpret, implement, or resist language policies can greatly affect the inclusion of multilingual students. Understanding these leadership choices is key to designing more responsive policy frameworks.

Equity-focused leadership is not a static set of competencies but a dynamic process that evolves with context, reflection, and experience. Leaders must engage in continuous professional learning that challenges their assumptions and builds capacity for culturally responsive practice (Fullan, 2003). In multilingual classrooms, this also requires collaboration with teachers, students, families, and community members who bring diverse linguistic knowledge and perspectives. Such distributed leadership models can create more democratic school cultures where inclusion is co-constructed rather than imposed.

Unfortunately, leadership preparation programs often fail to address the complexities of diversity in meaningful ways. Many school leaders enter their roles without the necessary tools to engage with multilingual and multicultural realities. This gap in training perpetuates patterns of exclusion, as leaders may unknowingly replicate dominant norms that disadvantage non-mainstream students (Darling-Hammond et al., 2009). Addressing this gap requires rethinking how leadership development is conceptualized, delivered, and assessed – particularly in linguistically diverse contexts.

This research seeks to address these issues by exploring how school leaders manage diversity and inclusion in multilingual classrooms. It examines their perceptions, strategies, and institutional constraints, with the goal of identifying practices that promote equitable learning environments. By focusing on the experiences of leaders working in diverse settings, the study contributes to a more nuanced understanding of educational leadership in an era of global migration, linguistic pluralism, and cultural complexity (Banks & Banks, 2019).

Ultimately, the study is grounded in the belief that leadership is a powerful lever for equity when exercised with awareness, courage, and collaboration. As multilingualism continues to reshape classrooms worldwide, the imperative for inclusive leadership grows stronger. Through this inquiry, the research aims to illuminate how leaders can move beyond rhetoric to action, shaping schools where diversity is not a barrier but a bridge to collective growth and learning.



Method (منهج)

This study employed a qualitative case study design to explore how school leaders foster equity, diversity, and inclusion in multilingual classrooms. A case study approach was deemed appropriate because it allows for an in-depth investigation into leadership practices within their real-life context, especially in complex, linguistically diverse educational settings (Yin, 2018). The goal was not to generalize findings, but to understand the unique strategies, challenges, and responses encountered by school leaders in promoting inclusive leadership practices.

The research was conducted in three multilingual public and private secondary schools located in urban and semi-urban regions across two Southeast Asian countries. These sites were selected purposively based on their linguistic diversity, presence of equity-driven policies, and active leadership programs addressing inclusion. Each school presented unique characteristics in terms of student demographics, language policies, and community involvement, making them ideal for comparative analysis (Patton, 2002).

Data collection relied on four primary qualitative methods: semi-structured interviews, non-participant classroom observations, document analysis, and focus group discussions. Semi-structured interviews were conducted with 12 school leaders, including principals, vice-principals, and heads of curriculum. These interviews explored leaders' conceptions of equity, their strategies for managing diversity, and how they engaged various stakeholders in inclusive decision-making processes (Creswell & Poth, 2018).

Focus group discussions were held with teachers and student representatives in each school to examine their perceptions of leadership responsiveness to language and cultural diversity. These group settings enabled dynamic interactions, allowing for shared narratives to emerge about school climate, fairness in policy implementation, and inclusive pedagogical practices (Krueger & Casey, 2015). Discussions were audio-recorded and transcribed verbatim to ensure accuracy and depth in thematic analysis.

Document analysis was conducted on school improvement plans, policy manuals, language-in-education policies, and diversity training materials. These documents offered contextual insights into the official stance of schools regarding inclusion and equity, and whether stated policies aligned with observed practices. Such triangulation strengthened the credibility and trustworthiness of the study's findings (Bowen, 2009).

Non-participant classroom and leadership meetings were observed to explore how inclusive values were reflected in interactions, language use, disciplinary actions, and curriculum delivery. Field notes focused on visible leadership behaviors, student engagement across language groups, and conflict resolution processes. These observations revealed implicit norms and unspoken dynamics that interviews might not capture (Merriam & Tisdell, 2016).

A purposive sampling strategy was used to identify participants with rich experiences in implementing or responding to inclusive leadership practices. This included leaders with training in equity leadership, teachers who taught multilingual learners, and students from minority linguistic backgrounds. Such sampling aimed to reflect the multidimensional nature of school diversity and leadership response (Palinkas et al., 2015).

Data were analyzed thematically using Braun and Clarke's (2006) six-step approach. Codes were generated inductively and grouped into broader themes such as "language-inclusive policies," "teacher empowerment," and "student voice in decision-making." NVivo software was used to organize data efficiently and trace the development of thematic patterns. The analysis emphasized both the individual voices of participants and the systemic structures influencing equitable leadership in multilingual settings.

نتائج (Result)

Leadership Understanding of Equity and Diversity

School leaders generally acknowledged the importance of equity and diversity, but their interpretations varied significantly. Some viewed equity as equal treatment for all students, while others understood it as the need for differentiated support based on students' linguistic and cultural backgrounds. These differences in conceptual understanding influenced their leadership strategies and decision-making.

In schools with more inclusive leadership, principals recognized the unique challenges multilingual students faced and implemented flexible policies to address them. For example, leaders allowed curriculum adaptations for students with limited language proficiency and encouraged the use of native languages in classroom discussions. However, in schools where equity was less understood, multilingualism was treated as a barrier rather than an asset.

Teacher Collaboration and Empowerment

Schools with equity-focused leaders showed higher levels of teacher collaboration. Teachers felt empowered to share inclusive practices and adapt lesson plans to cater to linguistic diversity. In contrast, in hierarchical leadership environments, teachers felt constrained and lacked autonomy to tailor instruction for diverse learners.

Leadership support also influenced teachers' willingness to experiment with culturally relevant pedagogy. In some cases, leaders facilitated access to professional development on inclusive assessment, multilingual instruction, and intercultural competence, which in turn shaped classroom dynamics and improved student confidence.

Challenges and Structural Constraints

Despite the positive practices, several barriers emerged. One major challenge reported was a lack of institutional guidelines for managing linguistic diversity. Many school leaders indicated that while national policy encourages inclusion, it does not provide practical tools or frameworks for implementation at the school level.

In some schools, leaders reported a shortage of bilingual staff, which limited the capacity to support multilingual students effectively. Additionally, time constraints and high administrative workloads hindered school leaders from monitoring inclusive practices consistently. These challenges created inconsistencies between policy and practice.

Another finding was the discrepancy in parental engagement. In multilingual communities, school leaders found it difficult to involve parents who did not speak the national language. Some schools addressed this by hiring interpreters or conducting multilingual parent meetings, but such practices were not widespread due to budget limitations.

Leadership also influenced the visibility of equity concerns in school development plans. In schools where equity was a core priority, the school improvement plans explicitly included goals related to diversity, language support, and student well-being. Conversely, schools with weaker leadership focus on equity tended to omit such objectives altogether.

The study also revealed that equity-focused leadership often emerged from personal values rather than institutional training. Many leaders stated that their understanding of diversity and inclusion was shaped by personal experiences, professional exposure, or previous work in international or intercultural contexts rather than formal leadership preparation.

Finally, student voices provided valuable insights. In schools with supportive leaders, students reported feeling more confident in expressing themselves in their own languages

and participating in classroom discussions. They also reported a greater sense of belonging. In contrast, students in more rigid environments felt marginalized, often avoiding interaction due to fear of linguistic errors or misunderstanding.

Overall, the study found that inclusive leadership had a direct impact on creating supportive learning environments for multilingual students. Leaders who adopted flexible, empathetic, and participatory management styles were more successful in promoting equity and managing diversity. However, systemic support, including policy alignment and institutional training, was crucial for scaling these practices.

The result underscores the need for school leaders to receive targeted professional development in multicultural education and inclusive leadership. Without such training, leadership practices remain inconsistent and dependent on individual initiative. This gap contributes to inequities in student experiences across multilingual schools.

In summary, effective leadership for equity in multilingual classrooms requires more than good intentions. It demands a combination of clear vision, structural support, collaborative culture, and a deep understanding of linguistic diversity. School leaders play a pivotal role in shaping inclusive school environments, and their actions can either bridge or widen the equity gap in education.



Discussion (مناقشة)

Effective educational leadership plays a crucial role in promoting equity in multilingual classrooms. The findings of this study revealed that school leaders who had a strong conceptual understanding of equity were more likely to implement policies that accommodated linguistic and cultural diversity. This supports previous research indicating that equity-conscious leadership enhances inclusion and learning outcomes for diverse student populations (Khalifa, Gooden, & Davis, 2016).

However, discrepancies in how school leaders define and operationalize equity point to the need for clearer frameworks and training. Some leaders equated equity with uniform treatment, while others understood it as differentiated support based on student needs. This inconsistency reflects similar issues identified in earlier research, which emphasized the gap between policy rhetoric and leadership practice in diverse educational settings (Ryan, 2006).

Inclusive leadership was also found to correlate positively with teacher empowerment and collaborative culture. Principals who fostered open dialogue, supported pedagogical innovation, and valued teacher agency enabled staff to address the challenges of multilingual education more effectively. These results align with Lambert's (2003) work, which highlights the transformative potential of leadership that distributes responsibility and builds professional learning communities.

Furthermore, culturally responsive leadership emerged as a significant factor in shaping school climate and student participation. Leaders who acknowledged students' cultural identities and encouraged culturally sustaining pedagogies created classrooms where multilingual learners felt seen and respected. This supports the scholarship of Gay (2010) and Ladson-Billings (1995), who argue for the necessity of culturally relevant practices in closing opportunity gaps.

Despite these positive trends, structural and policy constraints remain substantial barriers. Participants noted the absence of detailed national guidelines for managing linguistic diversity, which left school leaders improvising solutions. As Ainscow (2005) suggests, without systemic support, inclusive leadership risks being inconsistent and overly reliant on individual commitment rather than institutional backing.

The issue of teacher capacity also emerged strongly. Even with strong leadership, the lack of trained bilingual teachers and the limited access to multilingual materials restricted the depth of inclusion. This supports findings by Lucas and Villegas (2013), who stress the importance of linguistically responsive teaching preparation as part of broader equity strategies.

Parental engagement posed additional challenges in multilingual settings. Many school leaders found it difficult to communicate with families who did not speak the national language, and without interpreters or translated materials, meaningful engagement remained limited. These findings echo the work of Turney and Kao (2009), who advocate for schools to adopt inclusive communication strategies to build stronger home-school partnerships in diverse contexts.

Interestingly, some school leaders relied on personal experiences or prior exposure to multicultural environments to inform their equity practices. This reinforces the idea that leadership identity, shaped by personal and professional histories, influences how principals interpret and respond to diversity (Santamaría & Santamaría, 2012). However, this also underscores the uneven landscape of leadership readiness across schools.

Student feedback in this study illuminated the real impact of leadership decisions on learning experiences. In schools where leaders promoted inclusive assessment and allowed use of students' home languages, learners felt more engaged and confident. This affirms the argument by Cummins (2000) that identity-affirming classroom practices improve both academic and socio-emotional outcomes for multilingual students.

Nevertheless, not all student experiences were positive. In schools with rigid, monolingual policies, students reported feelings of exclusion and anxiety. This discrepancy underscores the high stakes of leadership decisions and the need for equity to be embedded not only in vision statements but also in everyday practices (Theoharis, 2007).

One key takeaway is that equity leadership must be intentionally cultivated. It cannot be assumed that leaders will naturally develop inclusive practices without training or institutional encouragement. Therefore, leadership development programs must incorporate modules on managing diversity, linguistic justice, and culturally responsive education (Johnson, 2006).

In conclusion, leadership for equity in multilingual classrooms is both an opportunity and a challenge. This study demonstrates that where leaders are proactive and reflective, schools become more inclusive and effective. Yet without supportive systems, even well-meaning leaders may fall short. Bridging this gap requires coherent policies, targeted training, and a collective commitment to justice in education.



Conclusion (خاتمة)

This study has highlighted the vital role educational leadership plays in promoting equity and inclusion within multilingual classrooms. School leaders who intentionally prioritize inclusive practices—such as affirming students' linguistic identities, supporting culturally responsive pedagogy, and fostering collaborative environments—can effectively transform diverse learning spaces into equitable ones. The success of such leadership lies not merely in policy compliance but in the values, commitments, and practical strategies enacted daily within school communities.

Findings also underscore that leadership for equity is not uniformly understood or practiced. Variations in conceptual clarity, institutional support, and leadership identity

influence how diversity and inclusion are operationalized. Some school leaders demonstrated deep engagement with equity principles, while others lacked adequate training or were constrained by rigid policy frameworks. This variation signals an urgent need for systemic professional development programs that prepare school leaders to manage linguistic and cultural diversity in ways that are just, intentional, and contextually grounded.

Moreover, the perspectives of teachers, students, and parents revealed that inclusive leadership tangibly affects classroom dynamics and student well-being. In environments where students' linguistic backgrounds were respected and integrated into teaching, learners reported higher engagement, confidence, and participation. Conversely, monolingual or exclusionary policies contributed to alienation and disengagement. These results affirm that equity in education must be both a structural commitment and an everyday practice.

In closing, this research contributes to a growing body of literature emphasizing the necessity of equity-centered leadership in multilingual educational contexts. It calls for a shift from abstract ideals of inclusion to practical, reflective, and community-driven leadership approaches. Building equitable multilingual classrooms requires not only strong leadership but also supportive systems, inclusive policies, and sustained investment in professional learning for all stakeholders.



Bibliography (مراجع)

- Banks, J. A., & Banks, C. A. M. (2019). *Multicultural education: Issues and perspectives* (10th ed.). Wiley.
- Ball, A. F., & Tyson, C. A. (2011). *Studying diversity in teacher education*. Rowman & Littlefield Publishers.
- Cummins, J. (2001). *Negotiating identities: Education for empowerment in a diverse society* (2nd ed.). California Association for Bilingual Education.
- Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr, M. T., & Cohen, C. (2009). *Preparing principals for a changing world: Lessons from effective school leadership programs*. Jossey-Bass.
- DeMatthews, D. E., & Mawhinney, H. B. (2014). Social justice leadership and inclusion: Exploring challenges in an urban district struggling to address inequities. *Educational Administration Quarterly*, 50(5), 844–881. <https://doi.org/10.1177/0013161X13514440>
- Fullan, M. (2003). *The moral imperative of school leadership*. Corwin Press.
- Gándara, P., & Hopkins, M. (Eds.). (2010). *Forbidden language: English learners and restrictive language policies*. Teachers College Press.
- Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice* (2nd ed.). Teachers College Press.
- 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. <https://doi.org/10.3102/0034654316630383>
- Nieto, S., & Bode, P. (2018). *Affirming diversity: The sociopolitical context of multicultural education* (7th ed.). Pearson.
- Shohamy, E. (2006). *Language policy: Hidden agendas and new approaches*. Routledge.
- Theoharis, G. (2007). Social justice educational leaders and resistance: Toward a theory of social justice leadership. *Educational Administration Quarterly*, 43(2), 221–258. <https://doi.org/10.1177/0013161X06293717>.
- Fitrianto, I. (2019). *تنفيذ الدورة المكثفة في اللغة العربية لطلاب الكلية الجامعية KUIS: ماليزيا بجامعة دار السلام كونتور العام 2018 الإسلامية العالمية بسلانجور* (Doctoral dissertation, University of Darussalam Gontor).
- Fitrianto, I. (2024). Critical Reasoning Skills: Designing an Education Curriculum Relevant to Social and Economic Needs. *International Journal of Post Axial: Futuristic Teaching and Learning*, 245–258.

- Fitrianto, I. (2024). Innovation and Technology in Arabic Language Learning in Indonesia: Trends and Implications. *International Journal of Post Axial: Futuristic Teaching and Learning*, 134-150.
- Fitrianto, I. (2024). Strategi Guru Pai Dalam Mengatasi Kesulitan Belajar Pada Mata Pelajaran Hadis Kelas 8 MTS Ibadurrahman Subaim. *IJER: Indonesian Journal of Educational Research*, 356-363.
- Fitrianto, I., & Abdillah, F. M. (2018). MODEL PEMBELAJARAN PROGAM PEMANTAPAN BAHASA ARAB DAN SHAHSIAH (KEMBARA) KE 4 MAHASISWA KOLEJ UNIVERSITI ISLAM ANTAR BANGSA SELANGOR (KUIS) TAHUN 2018. University of Darussalam Gontor 15-16 September 2018, 121.
- Fitrianto, I., & Hamid, R. (2024). Morphosemantic Changes in the Arabic Language in the Social Media Era: A Study of Neologisms and Their Impact on Youth Communication/ التغيرات المورفوسيميائية في اللغة العربية في عصر وسائل التواصل الاجتماعي: دراسة حول النيو لوجيزم وتأثيرها على تواصل الشباب. *IJAS: International Journal of Arabic Studies*, 1(1 September), 25-39.
- Fitrianto, I., & Saif, A. (2024). The role of virtual reality in enhancing Experiential Learning: a comparative study of traditional and immersive learning environments. *International Journal of Post Axial: Futuristic Teaching and Learning*, 97-110.
- Fitrianto, I., Hamid, R., & Mulalic, A. (2023). The effectiveness of the learning strategy" think, talk, write" and snowball for improving learning achievement in lessons insya'at Islamic Boarding School Arisalah. *International Journal of Post Axial: Futuristic Teaching and Learning*, 13-22.
- Braun, V., & Clarke, V. (2006). *Using thematic analysis in psychology*. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Bowen, G. A. (2009). *Document analysis as a qualitative research method*. *Qualitative Research Journal*, 9(2), 27–40. <https://doi.org/10.3316/QRJ0902027>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Krueger, R. A., & Casey, M. A. (2015). *Focus groups: A practical guide for applied research* (5th ed.). SAGE Publications.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). *Purposeful sampling for qualitative data collection and analysis in mixed method implementation research*. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533–544. <https://doi.org/10.1007/s10488-013-0528-y>
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). SAGE Publications.
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE Publications.
- Ainscow, M. (2005). Developing inclusive education systems: What are the levers for change? *Journal of Educational Change*, 6(2), 109–124.
- Cummins, J. (2000). Language, power and pedagogy: Bilingual children in the crossfire. *Multilingual Matters*.
- Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice* (2nd ed.). Teachers College Press.
- Johnson, L. (2006). Making sure we count: White female leaders and the politics of racial equity in education. *Urban Education*, 41(5), 555–576.
- 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.
- Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, 34(3), 159–165.
- Lambert, L. (2003). *Leadership capacity for lasting school improvement*. ASCD.
- Lucas, T., & Villegas, A. M. (2013). Preparing linguistically responsive teachers: Laying the foundation in preservice teacher education. *Theory Into Practice*, 52(2), 98–109.
- Ryan, J. (2006). Inclusive leadership and social justice for schools. *Leadership and Policy in Schools*, 5(1), 3–17.

- Santamaría, L. J., & Santamaría, A. P. (2012). *Applied critical leadership in education: Choosing change*. Routledge.
- Theoharis, G. (2007). Social justice educational leaders and resistance: Toward a theory of social justice leadership. *Educational Administration Quarterly*, 43(2), 221–258.
- Turney, K., & Kao, G. (2009). Barriers to school involvement: Are immigrant parents disadvantaged? *The Journal of Educational Research*, 102(4), 257–271.