

Indigenous urban school leadership (IUSL): A critical cross-cultural comparative analysis of educational leaders in New Zealand and the United States.

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Indigenous urban school leadership (IUSL): A critical cross-cultural comparative analysis of educational leaders in New Zealand and the United States

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Abstract:

This qualitative inquiry compares the practice of one Mori primary school leader of urban education for indigenous multicultural multilingual learners in New Zealand (NZ), to research on the practices of nine educational leaders of colour in the United States (US). This study identifies and compares leadership practices for leaders struggling with ways to positively impact learner outcomes in similar settings (e.g., UK, Canada). From a critical comparative perspective, this school principal shares her leadership practice and lessons learned to inform leadership practice in similarly multifaceted urban settings. This

research is undertaken by a collaborative cross-cultural team of educational leaders and scholars from the US and NZ, from the local university and urban primary school. The research team comprises multiple perspectives, the basis for global comparative discourse on school leadership. This contribution offers a cross-cultural model, framework, and way of doing educational research to increase understanding of leadership in different societies.

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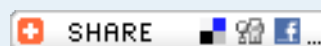
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