

Figure 8.7 Steps for Establishing Leadership and Successfully Dealing With Conflicts

Step for Establishing Leadership and Successfully Dealing With Conflicts	Consideration
1. Model a consistent, positive message about MLs.	Demonstrate your leadership by maintaining yourself as an empathetic ally for MLs and their families who has a consistent message about their strengths, potential, and contributions to the school and community. Others will look to you as an expert on ML assets and education.
2. Develop your relational skills.	Reflect on how you develop relationships with others. Think about how you develop others' trust, provide feedback, motivate and persuade others, support others, and demonstrate your empathy toward them.
3. Learn how politics work in your context.	Develop an understanding of who the key players are in your context (e.g., school or district). Get to know these players, determine what their roles are, what motivates them, and build relationships with them.
4. Recognize and acknowledge other colleagues' expertise aloud.	When you point out something positive a colleague is doing (e.g., how your principal is voicing a commitment to MLs this year), you'll start to build their trust or continue to build the trust you've already established.
5. Approach conflicts related to MLs thoughtfully.	Take a minute to think about the situation, who you are interacting with, and the possible ramifications of your actions on MLs and their families. Keep in mind that many teachers and administrators haven't received coursework or training on educating MLs and are trying their best.
6. Try to first listen and understand others' perspectives, even if you may not agree with them on their approach.	Try to put yourself in someone else's shoes to understand where they may be coming from in terms of MLs. This openness to understanding others' frustrations will provide you a greater depth of understanding of their perspective. Your listening to them will also help strengthen their trust with you.
7. Consider what might be happening on a systematic level to promote others' thinking around this issue.	Reflect on what is happening beyond this person at the systems level to cause your colleague to have this perspective of MLs. For example, assessment, scheduling, and income inequality may play a role in this person's perspective. Dig deeper.
8. Suggest some potential solutions and/or strategies to them to support MLs.	After you've listened to their frustration, know when to gently shift the narrative to what can be done collaboratively to support MLs and/or their families in this situation. By offering your support, you can help them see the potential for a focus on MLs' strengths and potential.

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<p>9. Follow up on your support and solutions for MLs.</p>	<p>To demonstrate your commitment to MLs and their families, check in with a colleague who you've supported to see how your suggestions are working. Revisit regularly and revise your approach as needed. This action furthers your commitment to MLs, their families, and your colleague(s).</p>
<p>10. Find outlets to share ML achievement.</p>	<p>Share positive stories of ML and family assets with your school or district, such as instances in which former MLs become school valedictorians, honor roll students, and/or graduates. Invite successful MLs to the school in person or by video to share reasons for their success. Investigate multiple ways to share your message, such as in assemblies, newspapers, and on social media (with students' and parents' permission).</p>

Source: Adapted from Riggio & Tan, 2014; Staehr Fenner, 2014, 2017; also in Calderón et al., 2020.